

Attachment 8a

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
 - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
 - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
 - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

- (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.
 - (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
 - (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
 - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.

- (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
 - (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
 - (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

- (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
 - (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students' achievement goals.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
 - (A) Teachers implement both formal and informal methods of measuring student progress.
 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
 - (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.

- (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.
 - (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
 - (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
 - (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
 - (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
 - (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
 - (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.

- (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
- (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
- (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Attachment 8b

PLANNING					
	DISTINGUISHED Instructional Planning Includes:	ACCOMPLISHED Instructional Planning Includes:	PROFICIENT Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	IMPROVEMENT NEEDED Instructional Planning Includes:
Dimension 1.1 Standards and Alignment The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. Standards Basis: 1A, 1B, 3A, 3B, 3C Sources of Evidence: Pre-Conference, Formal Observation, Classroom	<ul style="list-style-type: none"> All rigorous and measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are logically sequenced are relevant to students' prior understanding and real-world applications integrate and reinforce concepts from other disciplines provide appropriate time for student work, student reflection, lesson and lesson closure deepen understanding of broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All measurable goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students' prior understanding integrate other disciplines provide appropriate time for student work, lesson and lesson closure reinforce broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners All objectives aligned and logically sequenced to the lesson's goal. Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> All goals aligned to state content standards. All activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced are relevant to students provide appropriate time for lesson and lesson closure fit into the broader unit and course objectives are appropriate for diverse learners. All objectives aligned to the lesson's goal. Integration of technology when applicable. 	<ul style="list-style-type: none"> Most goals aligned to state content standards. Most activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced sometimes provide appropriate time for lesson and lesson closure Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> Few goals aligned to state content standards. Few activities, materials and assessments that: <ul style="list-style-type: none"> are sequenced rarely provide time for lesson and lesson closure Lessons where few objectives are aligned and sequenced to the lesson's goal.
	STUDENT-CENTERED ACTIONS ←				

PLANNING						
PLANNING Dimension 1.2	<p>Dimension 1.2 Data and Assessment The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/Informal Observation, Post-Conference Instructional Planning</p>	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
		<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
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		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

PLANNING					
Dimension 1.3 Knowledge of Students Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation	DISTINGUISHED Instructional Planning Includes:	ACCOMPLISHED Instructional Planning Includes:	PROFICIENT Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	IMPROVEMENT NEEDED Instructional Planning Includes:
		<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS	

PLANNING						
PLANNING Dimension 1.4	Dimension 1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement. Standards Basis: 1B, 1C, 1D, 1E Sources of Evidence: Pre-Conference, Formal Observation	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
		<ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
		STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	

INSTRUCTION						
INSTRUCTION Dimension 2.1	Dimension 2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success. Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B Sources of Evidence: Pre-Conference, Formal Observation	DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
			<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning.
		STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS	

		INSTRUCTION				
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION Dimension 2.2	<p>Dimension 2.2 Content Knowledge and Expertise The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
		STUDENT-CENTERED ACTIONS ←		→ TEACHER-CENTERED ACTIONS		

INSTRUCTION						
INSTRUCTION Dimension 2.3	Dimension 2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. Standards Basis: 1D, 1E, 2A, 3A, 4D Sources of Evidence: Pre-Conference, Formal Observation	DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. Provides explanations that are clear and uses verbal and written communication that is clear and correct. Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> 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 and understand level questions that focus on the objective of the lesson but do little to amplify discussion. 	<ul style="list-style-type: none"> 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.

INSTRUCTION

INSTRUCTION Dimension 2.4

Dimension 2.4 Differentiation
The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C,
Evidence: Pre-Conference, Formal Observation

**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.
- 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
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.

		INSTRUCTION				
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION Dimension 2.5	<p>Dimension 2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
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		STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	

LEARNING ENVIRONMENT						
		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT Dimension 3.1	<p>Dimension 3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Pre-Classroom</p>	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

LEARNING ENVIRONMENT						
LEARNING ENVIRONMENT Dimension 3.2	Dimension 3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior. Standards Basis: 4A, 4B, 4C, 4D Sources of Evidence: Formal Observation, Classroom, Pre-Conference	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
		STUDENT-CENTERED ACTIONS ←		→ TEACHER-CENTERED ACTIONS		

LEARNING ENVIRONMENT					
LEARNING ENVIRONMENT Dimension 3.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
	<p>Dimension 3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p> <p>Sources of Evidence: Formal Observation, Classroom</p>	<ul style="list-style-type: none"> Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. Students collaborate positively and encourage each other's efforts and achievements. 	<ul style="list-style-type: none"> Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. Students collaborate positively with each other and the teacher. 	<ul style="list-style-type: none"> Engages all students in relevant, meaningful learning. Students work respectfully individually and in groups. 	<ul style="list-style-type: none"> Establishes a learning environment where most students are engaged in the curriculum. Students are sometimes disrespectful of each other.
STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS					

		PROFESSIONAL PRACTICES AND RESPONSIBILITIES				
		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.1	<p>Dimension 4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities..</p> <p>Standards Basis: 6B, 6C, 6D</p> <p>Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others</p>	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom. Advocates for the needs of all students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.
			STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS			

PROFESSIONAL PRACTICES AND RESPONSIBILITIES		PROFESSIONAL PRACTICES AND RESPONSIBILITIES				
		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
Dimension 4.2 Goal Setting The teacher reflects on his/her practice. Standards Basis: 5D, 6A, 6B Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others	<ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time. 	
	STUDENT-CENTERED ACTIONS ←		→ TEACHER-CENTERED ACTIONS			

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.3

Dimension 4.3 Professional Development

The teacher enhances the professional community.

Standards Basis:

3A, 6A, 6B, 6C

Sources of Evidence:

Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject- level team leadership, committee leadership or other opportunities beyond the campus.

ACCOMPLISHED

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

PROFICIENT

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

DEVELOPING

- Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

IMPROVEMENT NEEDED

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.

STUDENT-CENTERED ACTIONS



TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES Dimension 4.4

**Dimension 4.4
School Community
Involvement**

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis: 2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED

- Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods.
- Initiates collaborative efforts that enhance student learning and growth.
- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.

ACCOMPLISHED

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Joins colleagues in collaborative efforts that enhance student learning and welfare.
- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

PROFICIENT

- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities
- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

DEVELOPING

- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

IMPROVEMENT NEEDED

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.

STUDENT-CENTERED ACTIONS ←

→ TEACHER-CENTERED ACTIONS

RUBRIC WORD BANK

with examples of qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
	MOVES TO STUDENTCENTERED ACTIONS	MOVES TO STUDENTCENTERED ACTIONS	FOCUSES ON MOSTLY TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS	FOCUSES ON TEACHER-CENTERED ACTIONS

Attachment 8c

TEXAS

**Teacher Evaluation
and Support System**

**(T-TESS) Appraiser
Training Handbook**



T-TESS Educator Feedback

“Our goal next year is to begin completing announced observations earlier, so we can also complete unannounced observations. We feel we will get a truer picture of each teacher’s practices with respect to the rubric when we have the opportunity to complete the announced visit with a pre-conference and post-conference first, then later go back for an unannounced visit. While the walkthroughs provide some of that information, we feel strongly a second unannounced visit will really give us the data we desire.”

- Principal, Texarkana ISD

“If we could do it differently, we would have had the system rollout as a standing agenda item.”

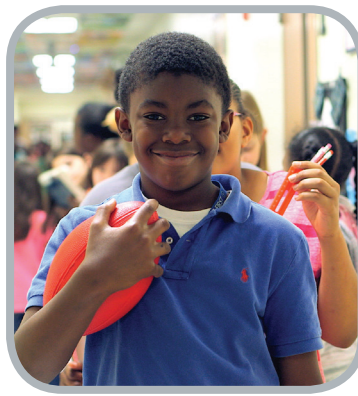
- Principal, Taft ISD

“We felt that more time needs to be spent in working and training with teachers on the planning domain. The more we got into the rubric this year, the more we realized that our teachers need a much better understanding of this domain and how to plan to meet the requirements in the other domains.”

- Principal, New Caney ISD

“The biggest thing about implementing is how it is presented. I personally went to every campus and was a ‘cheerleader’ for T-TESS. Our administrators went to training, then each administrator did the training with staff and continued the positives of the new tool.”

- Central Administration, Brownwood ISD



“We asked teachers to self-assess their lesson and we read through the descriptors in the ‘developing’ and ‘proficient’ columns of the rubric with them as we discussed the lesson. When doing that, the teachers better understood the rubric, better understood their own strengths and challenges, and were more accepting of how the lesson rated.”

- Principal, Ballinger ISD

Background

The Texas Education Agency's (TEA) approved instrument for evaluating teachers, the Professional Development and Appraisal System (PDAS), is currently used by 86 percent of LEAs in the state and has been in place since 1997. As research has routinely emphasized, the number one in-school factor for increasing student achievement is the effectiveness of the teacher, and since 2009, Texas has made significant strides to improve both the quality of its educator preparation programs and the quality of individual teacher evaluations so that teachers and administrators have more meaningful feedback on student learning and growth. In acknowledging the vital roles teachers play in student achievement, and based on feedback from the field, TEA has revisited the state's approved instrument for evaluating teachers.

Stakeholder Involvement

During the fall of 2011, the TEA created the Teacher Effectiveness Workgroup, comprised of members from the agency's Educator Initiatives department, the USDE-funded Texas Comprehensive Center, Educate Texas, (a public-private education initiative of the Communities Foundation of Texas), and the Region XIII Education Service Center. This workgroup examined literature on evaluating educator effectiveness, including different appraisal models from across the nation, to help inform the development of a new Texas system. As a key resource, the workgroup reviewed and used the National Comprehensive Center for Teacher Quality's publication, *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems*.

During the spring of 2014, the teacher steering committee developed an evaluation system tied to the teaching standards. In the redesign of the state evaluation system, the committee focused on creating a system that would be used for continuous

professional growth, while de-stigmatizing the observation process, moving the mindset away from compliance and toward feedback and support.

The system they created will provide for actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching. The system would include:

- A rubric with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself. Any teacher can self-assess, and look to the practices articulated in the levels above his or her observation rate and understand which practices will elevate their performance.
- A teacher self-assessment that allows all teachers to determine their professional growth goals, build a professional development plan to attain those goals, and track the progress of their development over the course of the year based on both their assessment of their practice within their unique teaching context, as well as the feedback received during the ongoing formative and end-of-year conversations with their appraiser.
- A student growth measure at the individual teacher level that will include a value-add rate based on student growth as measured by state assessments for teachers for whom a value-add rate can be determined, or student growth based on student learning objectives, portfolios or district pre- and post-tests.
- These multiple measures, taken together, will provide a more complete narrative of teacher performance than any single measure taken by itself and will comprise an end-of-year evaluation rate based on the following weights: observation and teacher self-assessment will comprise 80% of the evaluation rate, and student growth will comprise 20% of the evaluation rate.

Recommended Process

The state recommended teacher evaluation system will encourage annual evaluations comprising multiple informal observations and walk-throughs, and at least a single formal observation. During the three-day face-to-face appraiser training on the state teacher evaluation system, participants will discuss best practices for fostering open, collaborative campus cultures where feedback and instructional growth are embedded into the school calendar, where dialogue between teachers and campus leaders allow for both groups to further develop insight into good instructional practices, and where teacher leaders play a role in informal observations and collaborative professional development. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement their preferred evaluation process.

Qualified Appraisers

Administrators, teacher leaders, and district personnel are eligible to serve as qualified appraisers. All designated appraisers must participate in required certification training and demonstrate proficiency in the observation process by successfully completing an annual online certification test through the Teach for Texas portal.

Teacher Performance Observation Domains

When a teacher is observed according to the T-TESS rubric, he or she will be given an averaged performance rating for each observation based on the dimensions in each of the four domains:

1. Planning
2. Instruction
3. Learning Environment
4. Professional Practices and Responsibilities

In each domain, performance will be rated on a five-point scale, averaged, and assigned a single rating.

DOMAIN	WEIGHT
Planning	25%
Instruction	25%
Learning Environment	25%
Professional Practices and Responsibilities	25%

End-of-Year Evaluation Rates

Based on teacher steering committee feedback and as a means to promote the professional growth priorities of the evaluation system, rating will be displayed as an ordinal system instead of a point system. This could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one teacher is “better” than another teacher.

Teachers will receive ordinal rates for each level of the rubric and end-of-year evaluation – for each dimension, each domain, and for each component of the overall rate. The end-of-year rate will be determined through a matrix approach and will also yield an overall ordinal rate.

As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the evaluator and the teacher, as the divergence of the student growth rate and the observation and self-assessment results would indicate an incongruity that required further explanation.

Announced and Unannounced Classroom Observations

While only one formal observation is required, best practices would dictate that multiple formal and informal observations are recommended. Prior to announced observations, the appraiser conducts a “pre-conference” meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.

After each classroom lesson observation, the teacher being observed will receive written and/or oral feedback from the individual appraiser in a “post-conference” meeting. In the post-conference, the appraiser shares an area of “reinforcement” to highlight the teacher’s strengths, as well as an area of “refinement” where the teacher has growth areas. All formal observations must include post-conference meetings within ten (10) working days but best practices would dictate that immediate feedback (within 48 hours) would be most impactful for the teacher.

STUDENT GROWTH RESULTS (20%)	OBSERVATION AND SELF-ASSESSMENT RESULTS (80%)					
		Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Well Above Expectations	Distinguished	Accomplished	Proficient	Proficient*	Developing *	
Above Expectations	Distinguished	Accomplished	Proficient	Developing	Developing *	
At Expectations	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
Below Expectations	Accomplished*	Accomplished	Proficient	Developing	Improvement Needed	
Well Below Expectations	Accomplished*	Proficient*	Proficient	Developing	Improvement Needed	

* = Significant discrepancy between scores

Overview of the Four Domains of the T-TESS Rubric

The following pages will review the important elements of the Texas Teacher Evaluation and Support System (T-TESS) rubric. The details of the fourth domain, Professional Practices and Responsibilities, are flexible based on local expectations. We will provide recommended guidance for the process of collecting evidence and rating the Professional Practices and Responsibilities domain.

In the following pages, you will find the T-TESS rubric, followed by a presentation of all the dimensions for Planning, Instruction and Learning Environment.

Each dimension's descriptors will be explained with examples of how these descriptors might be implemented in a classroom. Finally, we will include suggested reflection questions for teachers to use when planning.

Four Domains of the T-TESS Rubric	
PLANNING	INSTRUCTION
<ul style="list-style-type: none"> 1. Standards and Alignment 2. Data and Assessment 3. Knowledge of Students 4. Activities 	<ul style="list-style-type: none"> 1. Achieving Expectations 2. Content Knowledge and Expertise 3. Communication 4. Differentiation 5. Monitor and Adjust
LEARNING ENVIRONMENT	PROFESSIONAL PRACTICES AND RESPONSIBILITIES
<ul style="list-style-type: none"> 1. Classroom Environment, Routines and Procedures 2. Managing Student Behavior 3. Classroom Culture 	<ul style="list-style-type: none"> 1. Professional Demeanor and Ethics 2. Goal Setting 3. Professional Development 4. School Community Involvement

Requirements vs. Recommendations based on best practices	
REQUIREMENTS	RECOMMENDATIONS
One observation	Multiple observations – formal and informal
45 minute minimum for observation	Observations should be lesson length (beginning middle and end)
No requirements for announced versus unannounced	At least one announced and one unannounced observation
Post conference within 10 business days (feedback)	Post conference within 48 hours in-person
Pre-conference is optional	Pre-conferences should take place for all announced observations

PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners.
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.



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

Standards Basis: 1A, 1B, 3A, 3B, 3C

PLANNING DIMENSION 1.2

Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Instructional Planning Includes:

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.



PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences and future learning expectations.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.

Instructional Planning Includes:

- Most lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.

Instructional Planning Includes:

- Few lessons that connect to students' prior knowledge and experiences.
- Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.



PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.



INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

The Teacher

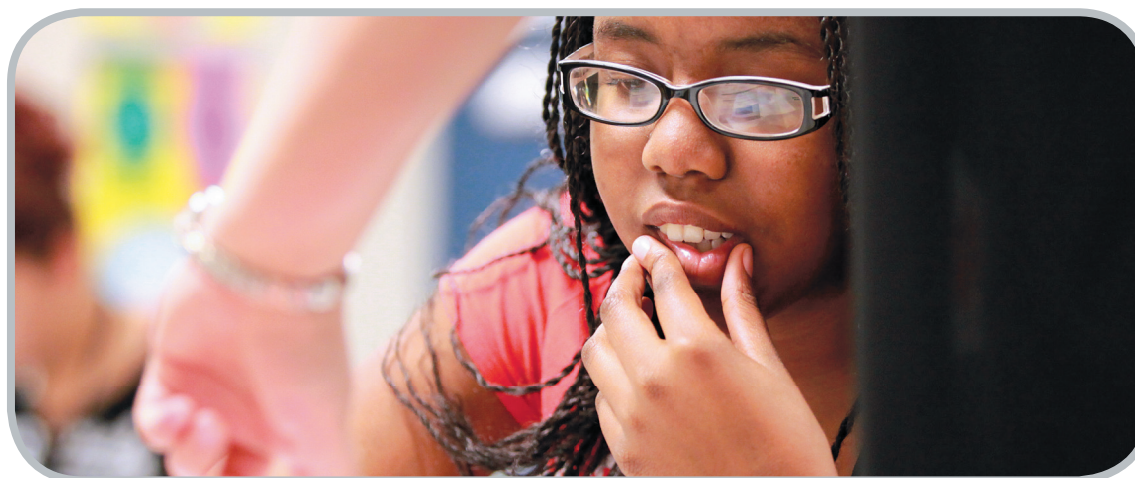
- Sets academic expectations that challenge all students.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

The Teacher

- Sets academic expectations that challenge most students.
- Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

The Teacher

- Sets expectations that challenge few students.
- Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.



Sources of Evidence:
Pre-Conference, Formal Observation

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

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

The Teacher

- Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.
- Integrates learning objectives with other disciplines, content areas and real-world experience.
- Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.

The Teacher

- Conveys a depth of content knowledge that allows for differentiated explanations.
- Integrates learning objectives with other disciplines and real-world experiences.
- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.

The Teacher

- Conveys accurate content knowledge in multiple contexts.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

The Teacher

- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.
- Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

The Teacher

- Conveys inaccurate content knowledge that leads to student confusion.
- Rarely integrates learning objectives with other disciplines.
- Does not anticipate possible student misunderstandings.
- Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

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

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

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 and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

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

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 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.

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.

The Teacher

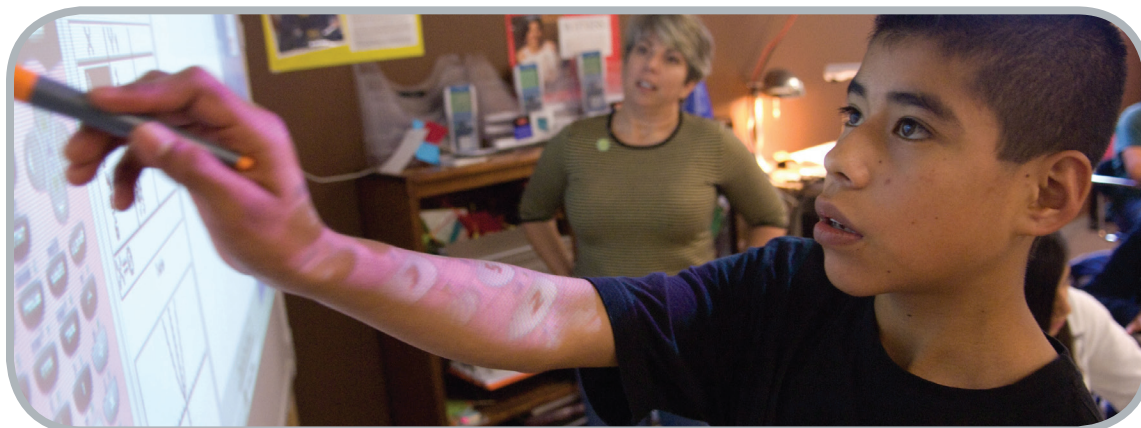
- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become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

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.

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

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

The Teacher

- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Adjusts instruction and activities to maintain student engagement.
- Uses discreet and explicit checks for understanding through questioning and academic feedback.

The Teacher

- Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.
- Adjusts instruction and activities to maintain student engagement.
- Continually checks for understanding through purposeful questioning and academic feedback.

The Teacher

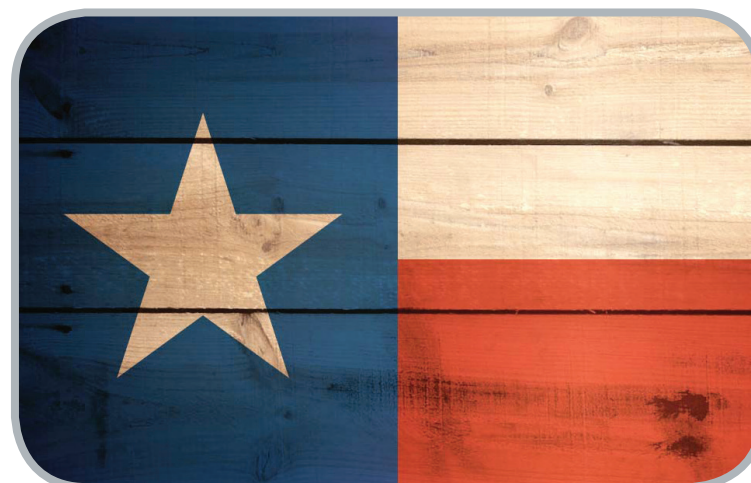
- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Monitors student behavior and responses for engagement and understanding.

The Teacher

- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.
- Adjusts some instruction within a limited range.
- Sees student behavior but misses some signs of disengagement.
- Is aware of most student responses but misses some clues of misunderstanding.

The Teacher

- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Persists with instruction or activities that do not engage students.
- Generally does not link student behavior and responses with student engagement and understanding.
- Makes no attempts to engage students who appear disengaged or disinterested.



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: Monitor and Adjust 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.
- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.
- Students take some responsibility for managing student groups, supplies and/or equipment.
- The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.



Sources of Evidence:
Formal Observation, Pre-Classroom

Standards Basis: 1D, 4A, 4B, 4C, 4D

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
- Students and the teacher create, adopt and maintain classroom behavior standards.

- Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly.
- Most students know, understand and respect classroom behavior standards.

- Consistently implements the campus and/or classroom behavior system proficiently.
- Most students meet expected classroom behavior standards.

- Inconsistently implements the campus and/or classroom behavior system.
- Student failure to meet expected classroom behavior standards interrupts learning.

- Rarely or unfairly enforces campus or classroom behavior standards.
- Student behavior impedes learning in the classroom.



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

Standards Basis: 4A, 4B, 4C, 4D

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and the teacher.

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.
- Advocates for the needs of all students in the classroom and campus.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.
- Advocates for the needs of all students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 6B, 6C, 6D

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Implements substantial changes in practice resulting in significant improvement in student performance.

- Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Meets all professional goals resulting in improvement in practice and student performance.

- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets all professional goals resulting in improvement in practice and student performance.

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

- Sets low or ambiguous goals unrelated to student needs or self-assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 5D, 6A, 6B

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

- Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Initiates collaborative efforts that enhance student learning and growth.
- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Joins colleagues in collaborative efforts that enhance student learning and welfare.
- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities
- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.



RUBRIC WORD BANK

with example qualifiers that are interchangeably used:



DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Planning Instruction

One of the main ingredients of a successful lesson is a well-developed lesson plan. When planning, teachers should begin by identifying the student learning outcomes: exactly what the student is expected to learn and the evidence of mastery. The instructional plan is a tool to guide instruction and focus the lesson. When instructional plans are sequenced from basic to complex, and build upon prior knowledge and deepen understanding, learning is relevant, organized and comprehensible. The goal is to develop a quality lesson plan with rigor that promotes learning for all students.

Time spent developing strong lesson plans yields many benefits. Lesson plans contribute to better-managed classrooms and more effective and efficient learning experiences for students. Individual schools can reach consensus on critical elements that should be included in each teacher's lesson plan. This should be determined at the school level based on individual school needs. There is no formal or recommended lesson plan template. Local schools and districts will determine what the lesson plan requirements are for the Planning domain rating process.

How is Evidence Collected for Designing and Planning Instruction?

Evidence is collected for this domain before, during, and even after an observation has been conducted. It is critical for evidence to be collected in this comprehensive manner in order to give teachers a clear picture of how to effectively design and plan for instruction. Some appraisers have the misconception that the lesson plan and the pre-conference (if applicable) are the only places to gather evidence. Again, to truly observe how teachers plan for instruction, evidence must be also gathered before, during, and even following an observation.

Before the Lesson

The lesson plan is used by the appraiser to gather information about what the teacher has planned to accomplish in the lesson being observed. If the observation is announced, the lesson plan is used to guide the planning of the pre-conference. This is done so that the appraiser can identify the questions that need to be asked to gain clarity about what is happening in the lesson, as well as possible places within the lesson where the teacher may need to reflect upon the way he/she is planning to teach the lesson concepts and skills. After all, the pre-conference is not a "gotcha," but rather an opportunity to help teachers become more reflective practitioners. It allows the teacher an opportunity to mentally rehearse the lesson that he/she is planning to teach. The pre-conference should be scheduled before the announced observation of the lesson. If a lesson is unannounced, then the pre-conference could be scheduled over the course of an observation window if a window is given for the unannounced observation.

The goal is for teachers to become more reflective practitioners. Reflecting on the lessons that will be taught (lesson plan and pre-conference) and reflecting on the lessons that have already been taught (post-conference) will ultimately strengthen the quality of teaching that educators provide to students on a daily basis.

The evidence that is gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptors from the Planning domain. When reviewing lesson plans to identify the questions that may need to be asked in a pre-conference, the following guiding questions may be helpful to appraisers to assist them in framing the questions they will ask.

- What should the students know and be able to do by the end of the lesson?
- What will the teacher and students be doing to show progress toward mastery of the objective(s)?
- How will the teacher know that students have mastered the objective(s)?

It is important to note that even after reviewing the lesson plan extensively and conducting the pre-conference on an announced lesson, appraisers are not yet able to rate the lesson appropriately, as evidence for this domain should also be gathered during the lesson in order to determine if the teacher has effectively executed their lesson plan.

It is important to note that even after reviewing the lesson plan extensively and conducting the pre-conference on an announced lesson, appraisers are not yet able to rate the lesson appropriately, as evidence for this domain should also be gathered during the lesson in order to determine if the teacher has effectively executed their lesson plan.

During the Lesson

If appraisers consider rating only the lesson plan itself and do not look for the effectiveness of planning within the lesson, the results will typically not improve instruction through more effective planning practices. Rather, this practice will result in teachers writing very extensive lesson plans that are disconnected from what actually transpires in the lesson and thus do not positively impact instructional practice or student achievement.

The purpose of planning for lessons is so that lessons are designed to maximize learning when instruction is delivered. Evidence of effective planning should be gathered by the appraiser during the lesson and then be used to rate the dimensions and descriptors from the Planning domain. Appraisers should see that planning was effective as evidenced by the instruction that is ultimately provided. Appraisers must always ask themselves, “Was the teacher’s planning at the level it needed to be in order to support the students’ mastery of the learning objective in the lesson itself?”

After the Lesson

Following the lesson, appraisers may still need additional evidence for some of the dimensions/descriptors in the Planning domain. For example, appraisers need to examine the student work produced within the lesson and, perhaps, may need clarity as to how the student work will be assessed by the teacher to assess student progress and determine next steps for instruction. This may be especially important for unannounced observations that do not include a pre-conference.

Protocols should be established by the school or district to guide the process for collecting evidence following the lesson. This is so that all appraisers on the team (if applicable) are on the same page. Typically, teachers appreciate the fact that appraisers want to give them the best possible snapshot of their teaching and welcome the questions that may need to be asked. Once evidence has been gathered, appraisers can then assign rates.

PLANNING

Explanation of the T-TESS Rubric

This section includes resources and information on the four dimensions of the Planning domain:

Planning effective lessons aligned to the standards is dependent upon the teacher's ability to create and communicate clearly defined learning outcomes or objectives appropriate for the students. A teacher must have access to the necessary resources with which to familiarize themselves, in order to effectively utilize the state content standards. In many ways this dimension is the foundation for all other dimensions, because if the teacher is not clear about what he or she wants students to know and be able to do as a result of the lesson, the balance of the lesson cannot be properly developed or implemented.

PLANNING
<ol style="list-style-type: none">1. Standards and Alignment2. Data and Assessment3. Knowledge of Students4. Activities

DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:	
STANDARDS AND ALIGNMENT	<ul style="list-style-type: none">• All rigorous and measurable goals aligned to state content standards.• All activities, materials and assessments that:<ul style="list-style-type: none">◦ are logically sequenced◦ are relevant to students' prior understanding and real-world applications◦ integrate and reinforce concepts from other disciplines◦ provide appropriate time for student work, student reflection, lesson and lesson closure◦ deepen understanding of broader unit and course objectives◦ are vertically aligned to state standards◦ are appropriate for diverse learners• Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.• Integration of technology to enhance mastery of goal(s).
	MOVES TO STUDENT-CENTERED ACTIONS

STANDARDS AND ALIGNMENT

The teacher must ensure that he or she establishes rigorous and measurable goals aligned to state content standards for all lessons. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place.

For this to occur, a teacher must first clearly define the learning objective for the lesson and then maintain the focus of the lesson on this objective, which may require teachers to redirect students' comments. The sequencing of the lesson relates to the sub-objectives that are taught within a lesson. Sub-objectives should be taught or reviewed in an appropriate sequence for the grade level and ability of the students. The segmenting of the lesson relates to the pacing of the lesson. An effective teacher will provide sufficient time for the introduction of the lesson, the instruction within the lesson, the student activities, and closure. Although these may be embedded within each other during a given lesson, the segmenting of the lesson allows sufficient time for each to take place so that students can have opportunities to master the learning objective.

It is also important for teachers to assist students in making correlations between how one content area connects to, and reinforces concepts from, other disciplines. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on the math vocabulary that students are learning. In literature classes, connections may be made for what is being read and a historical time period students may be studying in social studies. It is important to make such connections to other disciplines significant and meaningful to students. The descriptors under this dimension directly connect to the Instruction domain.

Differentiated instruction methods that are demanding for every student and create opportunities for all students to experience success can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student,

he/she is also able to develop and/or select activities and materials that are challenging.

This dimension addresses the variety and appropriateness of activities and materials that a teacher chooses to implement during a lesson. By using a variety of materials and activities, teachers are able to address various learning styles and intelligences. Therefore, the criteria used by teachers in choosing materials and activities should be those that clearly support the lesson objectives and are related to the needs of the students. Therefore, this dimension is closely related to Differentiation, Activities and Knowledge of Students. In order to plan appropriate activities and materials, a teacher must have knowledge of the needs and interests of the students.

A teacher must be able to create a safe learning environment in which students' efforts are reinforced and valued in order for students to experience success. For a teacher to optimize instructional time, he/she must be able to implement lessons that include appropriate lesson structure and pacing for students who progress at different learning rates.

Example 1:

The teacher says: "Our goal is to be able to draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- nonfiction works
- short stories/novels
- five-act plays
- poetry/epics
- film/visual texts

Today, we will focus on drawing conclusions in writing using a poem, "The Sparrow." Based on yesterday's lesson, what might this entail? How might we accomplish this objective? As you draw conclusions, how will you defend your thinking?"

This example demonstrates how the teacher plans questions for students to ensure their understanding of the objective and the focus for the lesson.

The teacher will reference the objective and overarching goal or standard throughout the lesson by using questioning to bring students into the process.

Example 2:

A teacher may model his/her thought process as he/she makes a connection to a specific topic and then leads students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. For example, students learning measurement may calculate the amount of carpet or paint needed to redecorate their room.

Students learning about the Great Depression may research how policies from Roosevelt's New Deal continue to affect them today.

Suggested Coaching Questions: Standards and Alignment

- How do you decide on the standards/objectives you will teach?
- How do you decide on the method you will use to communicate the standards/objectives to students?
- Why is it important to display the standard/objective for a lesson?
- How do you design activities, materials and assessments that are logically sequenced?
- How do your activities, materials and assessments integrate and reinforce concepts from other disciplines?
- Why is it important to reference that display throughout the lesson?
- How do you communicate your expectations to the students?
- How do you know that your lesson goals are measurable?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

Additional Resources

Applebee, A. N., Adler, M., & Flihan, S. (2007). Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction.

American Educational Research Journal, 44(4), 1002–1039.

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation and academic achievement. *Annual Review of Psychology*, 57, 487–503.

Seidel, T., Rimmele, R., & Prenzel, M. (2005). Clarity and coherence of lesson goals as a scaffold for student learning. *Learning and Instruction*, 15(6), 539–556.



Data and Assessment

Effective assessment is a fundamental part of instruction and learning. The goal of this section is to provide information and examples to help expand knowledge of data and assessment. An effective assessment plan answers the questions, “What do I want my students to be able to do as a result of my teaching?” and, “How do I know the students learned what I taught?” When these questions are asked and answered regularly, the teacher can effectively plan, diagnose and intervene on a continual basis to raise student achievement.

This dimension focuses on how teachers respond to students’ comments and questions. The descriptors address the quality of the feedback in supporting student learning, as opposed to feedback that informs students only of the accurateness of their responses.

Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Feedback Descriptor

The second descriptor describes providing feedback to students, parents and school personnel. The checklist below provides information that helps teachers develop the ability to provide high-quality feedback. There are many instructional leaders who feel that a classroom observer should be able to “guess” what the objective for the lesson is by simply listening to a teacher’s feedback during a lesson. Such precision must be developed using the criteria below.

Checklist for Determining Quality of Feedback

- Feedback relates to the lesson objective or sub-objective.
- Feedback causes students to think.
- Feedback is specific.
- Feedback is timely.
- Feedback is varied to meet the unique needs of the students and classroom.

DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

Lesson Objective: Students will analyze informational text to identify cause-and-effect relationships.

Assessment: Using a social studies text, students analyze a given passage for examples of cause and effect. Students must justify how and why the examples chosen are cause-and-effect relationships.

Example 2:

There is a clearly defined rubric developed prior to the assignment being given. These criteria could be established by the teacher with student support. Therefore, students would understand the difference between rating a one or five in a particular category of the rubric prior to beginning the assignment.

Example 3:

When assessing students' understanding of the Revolutionary War, the teacher offers students a choice of mastery representation.

Choice 1: Song or Poem

Create a song or poem about a specific person significant to the Revolutionary War. You can use modern music as your background. Record it as a podcast to share on our website. You will also need to turn in a copy of the lyrics or poem.

Choice 2: Oral History/Costume

Become a part of the Revolution. Choose a person to share with your classmates. Come to school dressed as your person of choice. Talk in their manner, explain why they are significant or tell their stories.

Example 4:

Choose to represent the Patriots or the Loyalists. Research the beliefs and causes of your party choice. Write a speech persuading a group either to join your cause or to protest the Revolution. State your solutions to the obstacles your party faces. Deliver your speech in front of the class or record it using a voice recorder. You will need to turn in a copy of the speech. Oral presentation and the written speech will be evaluated based on the rubric created in class.

Example 5:

Examples of performance checks may include:

- Running Records
- Daily Quick Checks of Sub-Objective
- Pre/Post Assessments
- Quick Writes
- Journaling

Suggested Coaching Questions: Data and Assessment

- How was the criteria used in developing or selecting the assessment(s)?
- How did you decide on the types of assessments needed to evaluate student learning?
- How did the assessment(s) used accommodate the needs and interests of individual students?
- How will the results of the assessment(s) be used to impact future instruction?
- How will you determine the type of feedback to provide to students?
- How were the criteria for rating student work communicated and modeled to students?
- Why is it important to clearly communicate the criteria for student work to students prior to their completion of the assignment?
- Why is it important to model expectations for performance as well as communicate expectations to students?
- How were the criteria for student work aligned to the standards and high-stakes test? Why is it important that they are aligned?

Additional Resources

Black, P., Haxrison, C., Lee, C., Marshall, B., Wiliam, D. "Working inside the black box: Assessment for learning in the classroom." Phi Delta Kappan, Vol, 86, 2004. Available at the following link: http://datause.cse.ucla.edu/DOCS/pb_wor_2004.pdf



Knowledge of Students

This dimension focuses on a teacher’s ability to organize and present the content in a manner that motivates students to learn. For a teacher to be able to develop these types of learning experiences, a teacher must have an in-depth knowledge of the students he/she teaches. Therefore, this dimension connects strongly to Knowledge of Students, Standards and Alignment, and Content Knowledge and Expertise.

For content to be personally meaningful to students, there must be a clearly communicated purpose for student learning. This descriptor shows a clear link between Achieving Expectations and Standards and Alignment. Students also need to understand why the content or skill being taught in a lesson is important for them to master and how their mastery of this will impact their own lives. Lessons that allow students to apply their strengths, background knowledge, life experiences and skills enhance the lesson content and motivation for students to learn.

Lessons that value inquiry, curiosity and exploration provide opportunities for students to generate questions and conduct their own research or explore to locate the answers. Finally, when students have opportunities to generate their own questions about a given topic and individualize their learning habits, their motivation to learn is usually increased as the learning becomes student directed, rather than teacher directed.

KNOWLEDGE OF STUDENTS	DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:
	<ul style="list-style-type: none">• All lessons that connect to students’ prior knowledge, life experiences, interests and future learning expectations across content areas.• Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning.• Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. <p>MOVES TO STUDENT-CENTERED ACTIONS</p>

Example 1:

A teacher presents a lesson on immigration during the 1860s. She brings in current newspaper articles on immigrants and refugees moving to the United States. Students also interview individuals who have immigrated to the United States.

These activities make the content studied relevant to the students' lives and personally meaningful. Students also have the opportunity to develop their own questions to ask during the interviews, which provide experiences that value inquiry. This example also provides a real-world application of immigration.

Example 2:

A lesson begins with students looking at a visual and generating a list of topics that may be the focus for the new unit of study. Once the class has identified the new learning (example: poverty-stricken nations), they develop a list of questions that will be addressed as the unit of study progresses. To promote ownership, students will put their initials next to the questions they developed. Questions are charted and as the unit of study progresses, connections are made to the student-generated questions.

Example 3:

A teacher presents a lesson on measurement. Students design a new school cafeteria applying the measurement skills taught. An architect speaks to the students and explains how measurement is used in his profession.

Example 4:

The teacher is introducing two-digit multiplication set in simple word problems. The lesson begins with the teacher posing the question, "What is the meaning of multiplication?"

Students record their thoughts on dry-erase boards. The teacher calls "show me" and all students hold up their boards. Responses are discussed before moving into the lesson.

Before presenting the lesson, the teacher puts this problem on the board: 6×34 . The teacher then asks the students, "What would you do to solve this problem?" Knowing that students struggle with this concept, the teacher opened the lesson with the questions above to assess understanding as well as provide opportunities for students to experience various methods of addressing the problem.

Students are given time to work through the problem with their shoulder partner, recording the work on a dry-erase board. Each pair shares their work with the other pair in the team (small group) and the team decides on one method of working the problem to present to the class. (Teams are formed, mixed by ability to maximize peer support and/or mastery.)

The teacher chooses one student from each team to present their method of solving the problem. Based on student need, the teacher uses manipulatives and builds models (cubes/base 10 strips, drawings) to show the process of multiplication visually. Students are provided problems set in real-life scenarios for continued guided and independent practice. These problems are solved using the manipulatives and talking through the process with a partner. Students complete two or three problems independently, knowing that the manipulatives are available if needed.

Suggested Coaching Questions: Knowledge of Students

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?
- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- How do you reinforce and reward the efforts of all students?
- Why is it important for students to have opportunities to develop their own questions and explore for the answers?
- How do you provide opportunities for students to utilize their individual learning patterns, habits and needs?
- How does student motivation impact student achievement?

Additional Resources

Costa, Arthur L., & Kallick, Bena (Eds.). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2009.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–179.

McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory into Practice*, 44(3), 234–244.

Activities

The Activities dimension addresses opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. Questioning is an art form that reveals a great deal about a teacher's effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers should lead students in responding to questions. In this way students will be empowered to generate questions of their own since they have observed a high quality model from their teacher.

This dimension addresses the variety and appropriateness of activities and materials that a teacher chooses to implement during a lesson. By using a variety of materials and activities, teachers are able to address various learning styles and intelligences. Therefore, the criteria used by teachers in choosing materials and activities should be those that clearly support the lesson objectives and are related to the needs of the students. Therefore, this dimension is closely related to Standards and Alignment, Knowledge of Students and Differentiation. In order to plan appropriate

activities and materials, a teacher must have knowledge of the needs and interests of the students. A teacher may incorporate a variety of activities and materials within a lesson, but if their use is not purposeful in supporting students in meeting the learning objective, then the purpose for their use may not be clear or appropriate. As a teacher develops activities and materials that are challenging, it is important that they are challenging for all students as opposed to just a few. Therefore this descriptor relates closely to Knowledge of Students.

The descriptors under this dimension directly connect to the Instruction domain. For a teacher to include the descriptors under Activities, he/she must have knowledge of the students he/she is teaching. Differentiated instruction methods that are demanding for every student and create opportunities for all students to experience success can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student, he/she is also able to develop and/or select activities and materials that are challenging.

ACTIVITIES	DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:
	<ul style="list-style-type: none">• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.• Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.• The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.• Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.
	MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

It may benefit teachers trying to include these descriptors in a lesson to write students' names on Popsicle sticks or strips of paper and pull a name to respond to questions asked.

Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised. Teachers may also have students respond to a partner before answering a question aloud for the whole class. This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else. When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 2: The Ability for Students to Set Goals, Reflect On, Evaluate and Hold Each Other Accountable within Instructional Groups

During an observation, a teacher placed students into learning groups. Each group was expected to illustrate the results of the experiment and present recorded data. She assigned four roles to groups of four students. The roles of "time manager" and "encourager" had no relevant responsibilities, nor were they held accountable for the content. When she walked around, about half the students were not engaged in the activity.

As the teacher, a question to consider when planning grouping activities could have been: Can a student hide? In other words, the purpose of grouping within a lesson is to provide opportunities for students to process the content. If grouping activities/structures are not set up so that all students are held accountable for the content, how will mastery of the objective be accomplished? Roles and responsibilities are not to be confused with "jobs."

Jobs in a classroom are important, but are more of a procedural routine than opportunities for providing equal time for every student to process the content being taught and for every student to be held accountable for the task assigned. Materials Manager, Encourager, Recorder, and Time Keeper are jobs that ensure that procedures are in place. The next time this teacher tried grouping, she looked at the learning objective for the lesson, identified all of the components needed for successful mastery and developed the group roles based on these components. By focusing on the learning objective, she was able to develop meaningful roles and divide the "work load" evenly. In addition, the teacher modeled the expectations for each role and provided a visual identifying the responsibilities for each individual role. There are four members in each group and the following structure guided the roles and responsibilities, assuring that all students are accountable for the content.

Students were numbered 1, 2, 3, 4 and then the experiment was divided into steps or pieces. Student Number 1 thinks aloud to complete the first piece and records the data. At this point, the group may take about 1 to 2 minutes to share reflection/thoughts, with each student sharing about the same amount of time (Number 2 shares, then Number 3 and finally 4). Moving on to the next step, Number 2 takes the lead, thinking aloud and recording the information. Again, the group will reflect on what was done, each sharing about the same amount of time. This process continues until all of the experiment is complete. What occurs is that each student plays an equal role in getting the experiment complete and all are held accountable for the content. This time when the teacher circulated among the groups she noted full participation.

Questions to Ask when Designing Student Group and Individual Accountability

- What outcome do I expect students to accomplish by the end of each group session?
- How will I provide quality feedback on progress? By group? By individual?
- How will I record this information in a grade book and/or student record?
- Is this work expectation appropriate for small groups? Whole group? Individual?
- Are all students held accountable for the work or can a student “hide”?
- How will I ensure equal participation and accountability for all students?

Example 3: Group Work Expectations/ Groups and Individuals are Held Accountable

A teacher implemented group learning using centers in her classroom. She often did this, but complained about the noise. When her classroom was observed, it was evident how she could increase proficiency. Children moved from one center to another when the bell rang. There was no expectation for what the students were to accomplish at the centers. At once, she realized how important it was to have clear expectations and accountability for what students did in groups independently. By answering the questions above, she was able to construct reasonable outcomes for each center. She also provided feedback on student performance. A chart was also placed at each center. This chart provided ongoing feedback to students about what they needed to accomplish. The teacher was also able to provide valuable information to the parents.



Example 4: Instructional Groups Facilitate Opportunities For Students To Set Goals, Reflect On and Evaluate Their Learning

Before conducting an experiment, students are asked to individually develop a hypothesis, then, as a team, determine which hypothesis will help guide the experiment. Students will also work to set a goal or end result for their hypothesis. This will be done by using a structure where Number 1 suggests an outcome and all team members write it down, Number 2 suggests an outcome and all team members write it down, etc. This continues until the teacher sees that all groups have four to five thoughts written down. At the end of the lesson, the students will reflect on/review their hypothesis and outcomes to determine next steps. This will be done individually, and then reviewed as a team with students taking turns presenting their reflection to the group. The group may choose one reflection and plan for "next steps" from the team to present to the class. There must be a rationale for why students are grouped together. There are a variety of grouping patterns, including:

- Whole group (common when a new concept, skill or theme is introduced)
- Heterogeneously grouped by ability (common when students are processing or practicing content for mastery)

In this structure, the group is balanced as much as possible, having a high student, a middle-high student, a middle-low student and a low student. It is also important to consider discipline, special needs, ethnicity, gender and communication skills when forming groups.

Due to the thought that goes into this process, these students may stay together for a period of time (for example, five to seven weeks) before new teams are formed.

- Homogeneously grouped by ability (common when pulling together a small group to work on a specific skill in which students have demonstrated a weakness, or bringing together higher-level students who need to be challenged)
- By demographic balance
- By interest
- By ability to focus
- By ability to communicate
- By language acquisition levels

Regardless of how the grouping arrangements are developed, the grouping should maximize the learning for all students.

The ability of a teacher to group students in this manner is directly connected to his/her knowledge of the students and their individual needs, interests and abilities.



Example 5: Designing a Variety of Activities

A teacher assessed students and realized that they were experiencing difficulty in making inferences. Not only was this a critical reading comprehension skill, but it was also a skill tested on the standardized test. Her objective was: “By the end of this lesson, you will be able to identify details in text and use your own experiences to develop an appropriate inference.” Next, she looked at the descriptors related to content when she began to design her lesson. She designed her lesson with several activities:

- Students were to work in pairs to identify details from the text that connected to the inference question asked.
- Each student would think of an experience or prior knowledge they had that connected to the text and then pair/share this with a partner.
- Each student would complete a graphic organizer with this information.
- Each student would write the inference and include a reflection on how the process had been supportive in making an appropriate inference.

After the activities were designed, the teacher used select descriptors to be certain that students were involved in the referenced activities:

Support: The activities supported the objective for students to make an inference.

Thinking: She determined that when students are asked to infer, they are thinking at a higher level. Questions she was sure to ask were: “How did you develop your inference? Why was it appropriate?”

Reflection: There was time for reflection in the lesson when the students were told to reflect on how the process had supported them.

Relevant: By using their own experiences and/or background knowledge, the lesson became relevant to the students since they had opportunities to make connections to the text.

Interaction: Students also had opportunities for student-to-student interaction when they paired/shared.

Curiosity: Student curiosity and suspense would be provided as students would continue reading text or conducting research to learn if their inference was correct.

Choices: Students were provided choices for the connections they would make to the text and the supporting details they would identify that connected to the inference question.

Suggested Coaching Questions: Activities

- How do you decide on the types of resources you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?
- Why is it important to provide opportunities for students to interact with other students during a lesson?
- How do you provide students the ability to set goals, reflect on, evaluate and hold each other accountable within instructional groups?
- How do you structure your groups to meet the needs of all students?

- How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application?
- Why is it important to plan activities that are challenging for students?
- Why is it important for students to reflect during the lesson?

Additional Resources

Costa, Arthur L., & Kallick, Bena (Eds.). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2009.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–179.



INSTRUCTION

Explanation of the T-TESS Rubric

This section includes resources and information on the five dimensions of the Instruction domain:

The ability to model the use of new information and the teacher's expectations for student performance is one of the most important aspects of this dimension. Effective modeling is not merely explaining or telling students about the strategy or new learning, or about how to do it. Modeling requires thoughtful planning and the inclusion of a think-aloud that will give students the experience of the strategy so that they can better understand the thought process behind each step of the new learning.

The first tier of the model is showing students what the strategy would look like from a student's perspective and presenting the strategy as if the teacher is a student doing the strategy. The second tier of the model is the teacher's thought process (metacognition) as he/she goes through the strategy.

During this think-aloud or metacognition, the teacher is asking critical questions of students about why certain steps or critical pieces are being included and why they are important to include. By explaining the strategy and questioning students about their understanding of it, teachers can best anticipate and meet the needs of their students. In this way the students will truly understand how to achieve the expectations of the lesson and demonstrate mastery.

INSTRUCTION

1. Achieving Expectations
2. Content Knowledge and Expertise
3. Communication
4. Differentiation
5. Monitor and Adjust

ACHIEVING EXPECTATIONS

THE TEACHER:

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

MOVES TO STUDENT-CENTERED ACTIONS

ACHIEVING EXPECTATIONS

An effective teacher must be able to model desired outcomes. In order to model effectively, the teacher must be able to do the following:

- Know exactly what the expected outcome is
- Identify the critical elements of the desired outcome
- Create clearly defined steps so learners can achieve the desired outcome
- Provide examples for how the completed project/assignment should look

For a teacher to include the descriptors under Achieving Expectations, he/she must have knowledge of the students he/she is teaching. Differentiated instruction methods that are demanding for every student – and create opportunities for all students to experience success – can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student, he/she is also able to develop and/or select activities and materials that are challenging.

When a teacher regularly reinforces and rewards efforts, students will be encouraged to learn from their mistakes and take risks which will enable them to self-monitor and, eventually, self-correct mistakes. A teacher must be able to create a safe learning environment in which student's efforts are reinforced and valued in order for students to experience success. For a teacher to optimize instructional time, he/she must be able to implement lessons that include appropriate lesson structure and pacing for students who progress at different learning rates.

The second descriptor is perhaps the most important one of all. No matter what teachers do or do not do, if students do not learn the information, then it is a waste of time and effort. Teachers must focus on what students have learned as opposed to what they themselves have taught. Effective teachers plan

formative assessments (verbal and/or written) that enable them to check for student mastery of the material taught and make modifications to their future lesson plans to meet the needs still evident in the student work.

In an effort to check for mastery in a given lesson, it is critical to plan so that mastery is possible. In other words, planning so that the objective is attainable in one lesson ensures that instruction is a scaffold for students. For multi-day assignments, there should still be a clear way to assess whether or not students showed mastery for each day's work. While the overall unit objective is still the overarching goal for the lesson(s), the teacher needs to have a way to assess student understanding on a consistent basis. This can be done through backward planning from the overall "unit" goal to the sub-objectives that need to be achieved in order to master the final goal.

Example 1:

The teacher says: "Today we are going to write a paragraph about a character in the story we just read. First, you will complete this graphic organizer. It will provide guidance in describing your character effectively. Next, you can write the paragraph. Use this paragraph checklist when you do your final edit."

This objective is very complex. It requires the student's ability to do many things other than the main objective of writing a paragraph. To what degree the sub-objectives must be taught may vary. As one might expect, there are times when what appeared to be a sub-objective becomes the lesson's objective based on the students' needs. Here are a few of the identifiable sub-objectives for this objective:

- To apply a paragraph format (prior learning)
- To be able to apply the pre-writing graphic organizer (sub-skill)
- To be able to identify the characteristics of characters from a text (sub-skill)
- To be able to access each item on the checklist (process)

Example 2:

The teacher says: “Our goal is to be able draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- nonfiction works
- short stories/novels
- five-act plays
- poetry/epics
- film/visual texts

Today, we will focus on drawing conclusions in writing, using a poem, "The Sparrow." Based on yesterday's lesson, what might this entail? How might we accomplish this objective? As you draw conclusions, how will you defend your thinking?"

This example demonstrates how the teacher plans questions for students to ensure their understanding of the objective and the focus for the lesson. The teacher will reference the objective and overarching goal or standard throughout the lesson, using questioning to bring students into the process.

Example 3:

A teacher may model his/her thought process as he/she makes a connection to a specific topic and then leads students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. For example, students learning measurement may calculate the amount of carpet or paint needed to redecorate their room.

Students learning about the Great Depression may research how policies from Roosevelt's New Deal continue to affect them today.

It is also important for teachers to lead students to make connections for how what they learn in one content area connects to another content area. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on the math vocabulary students are learning.

In literature classes, connections may be made for what is being read and a historical time period students may be studying in social studies. It is important to make such connections significant and meaningful to students.

Example 4:

When modeling the expectations for the assignment in the example above, the teacher clearly explained the order in which the students would need to complete the steps required for the assignment. First, they would need to select two important characters, with criteria for how to select these. Then students would need to identify specific characteristics of these characters that would be incorporated into their illustrations. The explanation would continue through each step. To support visual learners, the teacher may display a written list of the steps on the board or chart paper.

Example 5:

A teacher explained to the students that the learning objective was for them to be able to identify the physical characteristics of two characters from a novel and compare and contrast their characteristics. She told the students they would be expected to create an illustration of two characters from a novel the class was reading and then complete a Venn diagram to compare their characteristics. She chose two different characters to model her expectations and the thought process she went through in deciding how to draw the characters. She explained various ways the students could approach the project and provided clear criteria through the use of a rubric for how the finished project would be evaluated. She led the students to apply the rubric to her work as an additional way to ensure they understood her expectations for their work. She then modeled how she took the characteristics of the two drawings and used a Venn diagram to organize the similarities and differences in the drawings. Students were able to clearly understand the expected outcome for the lesson and the expectations for their work.

Suggested Coaching Questions: Achieving Expectations

- How do you decide on the types of resources you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?
- Why is it important to provide opportunities for students to interact with other students during a lesson?
- How do you provide students the ability to set goals, reflect on, evaluate and hold each other accountable within instructional groups?
- How do you structure your groups to meet the needs of all students?
- How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application?
- Why is it important to plan activities that are challenging for students?
- Why is it important for students to reflect during the lesson?

Additional Resources

Applebee, A. N., Adler, M., & Flihan, S. (2007). Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction.

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Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

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Seidel, T., Rimmele, R., & Prenzel, M. (2005). Clarity and coherence of lesson goals as a scaffold for student learning. *Learning and Instruction*, 15(6), 539–556.

Content Knowledge and Expertise

This dimension addresses the teacher’s knowledge of the content he/she is teaching, as well as their ability to implement strategies to support student learning. Also addressed in this dimension is the teacher’s ability to connect the content being taught to other ideas and concepts.

By leading students to connect to these other ideas and concepts, a teacher provides evidence of his/her knowledge of the content being taught and ability to utilize a variety of subject-specific instructional strategies to teach the content. Students are involved in this process. Teachers may make connections while teaching, but the content becomes more internalized when students are able to take the concept and connect it to other powerful ideas, making it meaningful and purposeful.

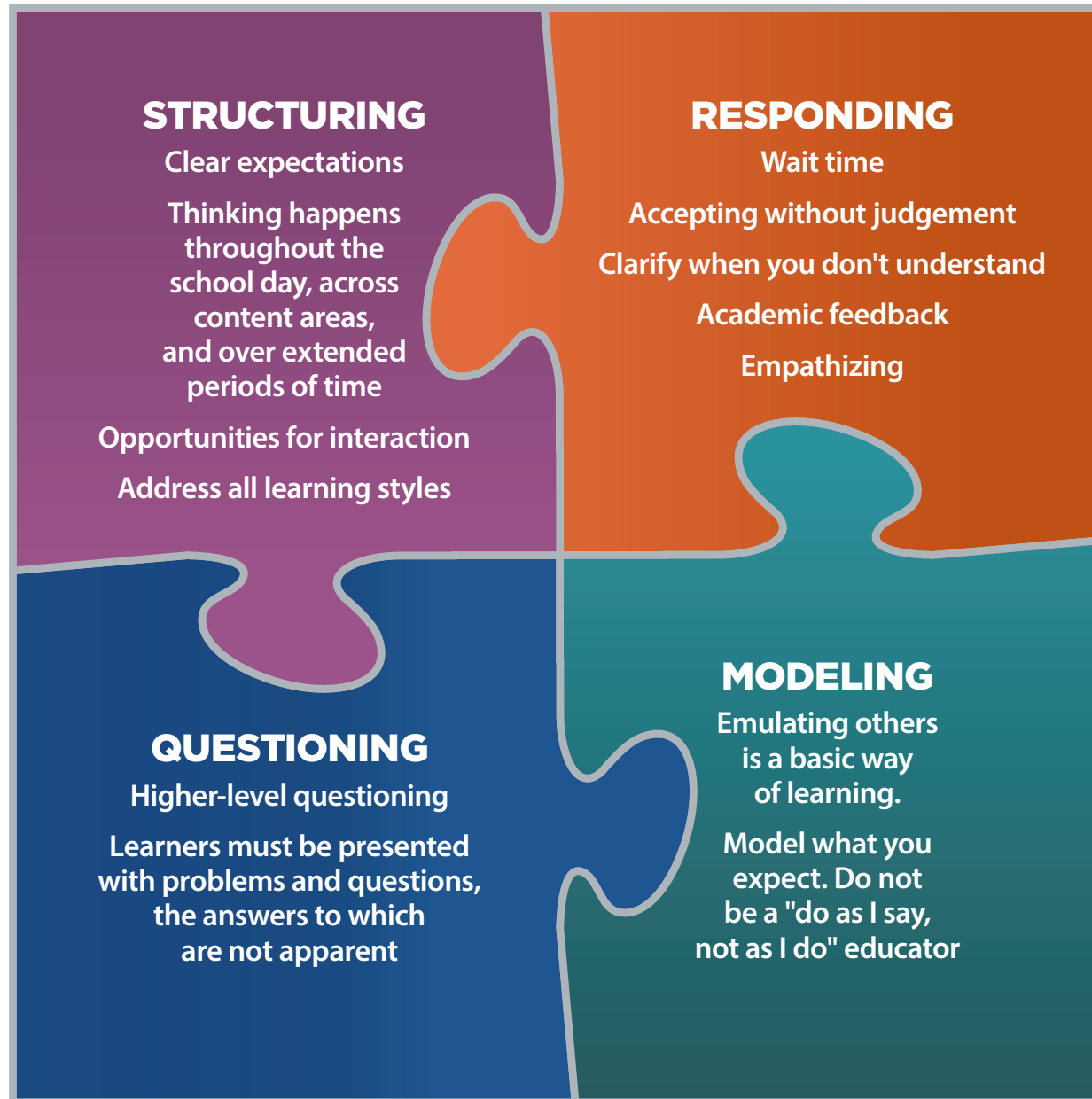
Thinking is something that can and should apply to every observation of a teacher. It is important to note that for students to apply the type of thinking referenced, the teacher must have taught the thinking students need to apply. Before we explore

the different types of thinking, it is important to have a basic understanding of how a teacher should go about teaching these thinking skills.

Research shows that there are four main ways that a teacher can “teach” thinking – through structuring, responding, questioning and modeling. As you think about what research says about teaching thinking, consider what dimensions and/or descriptors are on the T-TESS rubric which align with these expectations. For example, “wait time” is in the Questioning dimension and “modeling” is in Presenting Instructional Content. By purposefully implementing the T-TESS rubric and reflecting upon the specific dimensions that align with the research, teachers can effectively teach thinking.

The last descriptor discusses the four types of thinking that teachers are expected to implement regularly and consistently. These thinking types were compiled based on 20 years of research by the most prominent psychologists in America.

CONTENT KNOWLEDGE AND EXPERTISE	THE TEACHER:
	<ul style="list-style-type: none">• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.• Integrates learning objectives with other disciplines, content areas and real-world experience.• Conveys a depth of content knowledge that allows for differentiated explanations.• Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).• Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. <p>MOVES TO STUDENT-CENTERED ACTIONS</p>



Example 1:

A teacher is conducting a lesson on immigration in the 1860s and relates immigration from that time period to the present day. News articles about immigrants and refugees are presented during class. Students select someone they know who has immigrated to the United States to interview. Comparisons are made between immigrants of the 1860s and immigrants of today (reasons for immigrating, countries of origin, experiences, etc.). By connecting immigration of the 1860s to immigration of the present day and having students interview immigrants, (and debate the impact of immigrants in their community,) the teacher has highlighted key concepts and connected them to more powerful ideas.

Example 2:

Groups of students are studying the circulatory and respiratory systems. During their study of how the two systems function and support each other, they also study diseases of the two systems. The teacher has students utilize the information they have gained to develop plans for a healthy lifestyle that could help prevent heart attacks, lung cancer, etc. Students present their plans to other students and to the school administration. They also use the plans to develop a healthy menu for the school cafeteria.

Example 3: Analytical Thinking

Language Arts - In language arts, a class is reading "Charlotte's Web." To teach analytical thinking, the teacher will "unlock" his/her thought process. The teacher will not only label his/her thinking, but teach the questions that he/she asks him/herself when thinking through the task.

For example, the students will compare and contrast Wilbur's personality traits with those of Charlotte. Using analytical thinking, the first thing to ask is **1)** What do I know about each character? The teacher may use a Venn diagram or Thinking Map to document thinking. The next question to ask is **2)** Looking at my thinking (lists, Thinking Map or Venn), what do I see that is the same?

3) What is different? Teachers ask the question and think aloud the process for answering the question (think aloud).

If students have already been taught research-based thinking for fiction text, students may use those questions to go back to the text and find specific character traits or evidence from the text to support their thinking. Questions students may use to guide that research-based thinking are **1)** In what part of the book do I remember reading about Wilbur/Charlotte (beginning, middle and end)? **2)** What event was happening in that part of the text? **3)** What was happening right before or right after?

Math - Students evaluate different methods for solving word problems and explain the method chosen.

Art - Students are studying a specific artist's work. They are asked to observe a painting and identify one thing in the painting or element of the painting that could be removed that would not alter the artist's intent. Students may also be asked to explain what the painting reveals about the artist's attitude towards life, friends, nature, etc.

Understanding that teachers must teach the questions that are necessary to guide student thinking is crucial if we are going to develop independent thinkers. Providing the model of how those questions are answered in your head in order to arrive at an answer or solution will foster thinking processes.

Example 4: Practical Thinking

Language Arts - Persuasive Writing - Students are fed up with the cafeteria food and have decided to do something about it. First, they research the requirements for a healthy lunch.

Next, they design a menu for two weeks. Finally, they create the shopping list and pricing list to ensure that the lunches they are requesting are affordable. After working through each of these issues, the students develop a persuasive paper and present their proposal to the school administration.

Math - A class is working on measurement. The teacher informs students that they will be building tree and plant boxes throughout the school. These planters will be various shapes and sizes and will require students not only to measure and cut different pieces of wood to build them, but also to estimate the sizes of the correct plants and bushes to put in them.

Example 5: Creative Thinking

Language Arts - Students create visual images of what may be occurring in a story or poem that lacks pictures by applying what they previously know about figurative language or the author's purpose. They may also imagine a character's appearance or the elements of a setting. Again, students are applying previous knowledge or experiences to create a visual even if it is in their head.

Math - Students apply knowledge gained during a unit on measurement and geometry to design a new playground for the school.

Physical Education - Students create a football or basketball play during a physical education class by applying what they have learned about other plays and rules of the games.

Music - Students create a song or develop new words for an existing melody based on their knowledge of notes or lyrics and the message they want to convey through the song.

Example 6: Research-Based Thinking

Language Arts - Students read multiple versions of Cinderella stories. Using evidence from each version that provides support for what a character did and said, students identify a character trait that is well-supported with evidence from multiple readings.

Social Sciences - During a study of the Jim Crow Laws, students also conduct a study of Civil Rights laws. They then compare and contrast the two different groups of laws, identifying strengths and weaknesses. After comparing and contrasting the laws, they debate the need for present laws to ensure that all citizens have equal rights, and create the wording for these laws.



Suggested Coaching Questions: Content Knowledge and Expertise

- How do you prepare yourself to teach (insert the specific topic taught)?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- Why is it important to provide opportunities for students to highlight key concepts and connect to other powerful ideas?
- How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- Reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical and research-based thinking and the types of problem solving referenced under this dimension.
- How have you been supporting students' ability to think and problem solve with your instruction?
- What types of thinking have you thoroughly taught to your students?

Additional Resources

A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Rev. ed., Vol. 1). Alexandria, VA: ASCD.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

Phelps, G. Just knowing how to read isn't enough! Assessing knowledge for teaching reading (2009). *Educational Assessment, Evaluation, and Accountability*, 21, 137–154.

Communication

For content to be personally meaningful to students, there must be a clearly communicated purpose for student learning. This descriptor shows a clear link between motivating students and Standards and Alignment. Students also need to understand why the content or skill being taught in a lesson is important for them to master and how their mastery of this will impact their own lives. Lessons that value inquiry, curiosity and exploration provide opportunities for students to generate questions and conduct their own research or explore to locate the answers. Finally, when students have opportunities to generate their own questions about a given topic, their motivation to learn is usually increased as the learning becomes student-directed rather than teacher-directed.

Planning effective lessons aligned to the standards is dependent upon the teacher's ability to create and communicate clearly defined learning outcomes or objectives appropriate for the students. In many ways this dimension is the foundation for all other dimensions, because if the teacher is not clear about what he or she wants students to know and be able to do as a result of

the lesson, the balance of the lesson cannot be properly developed or implemented. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place.

The Communication descriptors relate to a teacher's knowledge of the content he/she is teaching and his/her ability to clearly explain the content to students in a logical manner.

The teacher must establish various classroom practices that will encourage all students to communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher and their peers. Words, mental pictures and other clarifying techniques simplify and organize new information for the learner.

THE TEACHER:	
COMMUNICATION	<ul style="list-style-type: none">• Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, 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 and other resources to support student-directed learning.• Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
	MOVES TO STUDENT-CENTERED ACTIONS

Application of the methods listed in this descriptor enhances learning in the following ways:

1. **Examples:** When presenting a new concept, carefully selected examples help students to understand information. For example, during a lesson about metaphors, the teacher provided visual examples of metaphors from her own writing. She also modeled her thinking process as she created the metaphors.

This type of example provided opportunities not only for students to view metaphors, but also to gain an understanding for how they were created within the teacher's writing.

2. **Illustrations:** Providing an illustration of what is being studied helps all learners, especially visual learners. For example, before dissecting a frog, students studied an illustration depicting the internal organs. The illustration also demonstrated how to cut into the frog. Teachers may also use paintings or photographs to provide illustrations of new concepts or historical time periods.

3. **Analogies:** There are times when analogies clarify information for learners. For example, to clarify the distances related to the solar system, a teacher introduced nine common spheres of similar proportions as the planets. She then took students out on the playground and had students arrange them at appropriate distances from the sun, making clear connections for how what they were doing related to distances within the solar system.

In this example, students actually participated in the analogy. Another example of an analogy is the comparison of appropriate graphic organizers to the choosing of appropriate tools to hammer in nails or tighten screws. The teacher explains to students that graphic organizers are 'tools' to support their organization of material, and different organizers support different tasks.

4. **Labels:** Labels help clarify information. For example, students were having a difficult time writing complete sentences, so the teacher decided to have students label the parts of their sentences. Pictures with labels may also be used to introduce vocabulary, important people or new concepts. This type of labeling would be strong since it combines the use of illustrations and labels. During a study of the solar system, the teacher modeled for the students how to label planets. During a study of the circulatory system, a teacher modeled how to label the parts of the heart and identify the function of each part.

When a teacher effectively utilizes questions that are purposeful and coherent, then students' responses may be utilized as a formative assessment in determining which students have mastered the learning objective (Achieving Expectations).

For support in third descriptor on generating questions, refer to Bloom's Taxonomy. It is important to note how the use of higher-order questions will impact the evidence for the descriptors of other dimensions such as the thinking descriptors in Content Knowledge and Expertise.

Questions that support the instructional goals are an integral part of student learning. An observer in the classroom should be able to close their eyes and just listen to the questions and have a clear idea of what the objective for the day is. This type of purposeful and aligned questioning needs to be planned before every lesson in order to broaden understanding and achieve a deeper learning.

The effective teacher does not limit the use of questions in a lesson to only teacher-generated questions, but guides students in generating questions that support their own learning. As students are led to generate their own questions, it is also important for them to have knowledge of the different question types. These can be modeled for them through the teacher's questions and through a purposeful teaching of Bloom's Taxonomy.

Example 1:

It may benefit teachers trying to include these descriptors in a lesson to write students' names on Popsicle sticks or strips of paper and pull a name to respond to questions asked. Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised.

Teachers may also have students respond to a partner before answering a question aloud for the whole class. This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else.

When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 2:

When a teacher introduces a lesson, students may be led to complete a "KWL chart." By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented. Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement.

The teacher provides specific information that must be included in the biography but also allows students to generate questions they would like answered about the individual. Both sets of questions would guide the student's research. By providing opportunities for students to generate questions, teachers also develop learning experiences where inquiry is valued and provide students with choices.

Suggested Coaching Questions: Communication

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- Why is it important to provide wait time?

Additional Resources

Armendariz, F., & Umbreit, J. (1999). Using active responding to reduce disruptive behavior in a general education classroom. *Journal of Positive Behavior Interventions*, 1(3), 152–158.

Pagliaro, M. Menna. (2011). Exemplary classroom questioning: practices to promote thinking and learning. Lanham, Md.: Rowman & Littlefield Education.

Differentiation

Differentiated instruction may include activities to address auditory, visual and kinesthetic learning styles, or it may include providing students with choices in assignments that relate to the multiple intelligences. It may also mean that teachers provide students with extended time to complete assignments or abbreviate assignments based on student need. In order to provide a differentiated learning environment the teacher must have knowledge of the individual needs of all students.

By leading students to connect to other ideas and concepts, a teacher provides evidence of his/her knowledge of the content being taught and ability to utilize a variety of subject specific instructional strategies to teach the content. Students are involved in this process. Teachers may make connections while teaching, but the content becomes more internalized when students are able to take the concept and connect it to other powerful ideas, making it meaningful and purposeful.

Effective assessment is a fundamental part of instruction and learning. As such, assessments must be used to monitor the quality of student participation and performance.

An effective assessment plan answers the questions, “What do I want my students to be able to do as a result of my teaching?” “How will I know if the students have mastered what has been taught?” and, “How do I know the students learned what I taught?”

When these questions are asked and answered regularly, the teacher can effectively plan, diagnose and intervene on a continual basis to raise student achievement. A teacher can more easily support a differentiated learning environment by using multiple strategies to teach and assess students.

DIFFERENTIATION

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 and disengagement by addressing learning and/or social/emotional needs of all students.

MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

A teacher begins a lesson on the causes of the Revolutionary War with an explanation of the learning objective and a preview of the lesson (clear beginning). The teacher then provides direct instruction by modeling how to complete a graphic organizer on the causes and effects of the war. Students are led to finish the organizer on their own as they read the text or other source of information. Students who are below grade level in reading continue to receive direct instruction from the teacher and assistance in completing the graphic organizer. Students who are on grade level or above complete the assignment independently and are provided additional activities to enhance their understanding of the causes (pacing provides opportunities for students who progress at different learning rates). Before students are dismissed, the teacher brings the class together again, reviews the objective and has students identify the causes and effects they included on their graphic organizers (closure). Students complete an exit ticket before leaving class in which they reflect on which cause of the war they believe had the greatest impact (time for reflection).

Example 2:

The teacher is introducing two-digit multiplication set in simple word problems. The lesson begins with the teacher posing the question, "What is the meaning of multiplication?" Students record their thoughts on dry-erase boards. The teacher calls "show me" and all students hold up their boards. Responses are discussed before moving into the lesson. Before presenting the lesson, the teacher puts this problem on the board: 6×34 . The teacher then asks the students, "What would you do to solve this problem?"

Knowing that students struggle with this concept, the teacher opened the lesson with the questions above to assess understanding as well as provide opportunities for students to experience various methods of addressing the problem. Students are given time to work through the problem with their shoulder partner, recording the work on a dry-erase board.

Each pair shares their work with the other pair in the team (small group) and the team decides on one method of working the problem to present to the class. (Teams are formed, mixed by ability to maximize peer support and/or mastery.) The teacher chooses one student from each team to present their method of solving the problem. Based on student need, the teacher uses manipulatives and builds models (cubes/base 10 strips, drawings) to show the process of multiplication visually. Students are provided problems, set in real-life scenarios, for continued guided and independent practice. These problems are solved using the manipulatives and talking through the process with a partner. Students complete two or three problems independently, knowing that the manipulatives are available if needed.

Suggested Coaching Questions: Differentiation

- How do you identify the learning styles of your students and incorporate these into your lessons?
- Why is it important to consider multiple learning styles when presenting instruction?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- Why is it important to provide opportunities for students to highlight key concepts and connect to other powerful ideas?
- How do you provide differentiated instructional methods within your lessons?

Additional Resource

McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory into Practice*, 44(3), 234–244.e

Monitor and Adjust

This dimension connects to a teacher’s use of student feedback to monitor and adjust instruction to ensure that the pacing of the lesson is appropriately brisk and meets the needs of all students. This dimension focuses on how teachers respond to students’ comments and questions. Questioning is an art form that reveals a great deal about a teacher’s effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers should lead students in responding to questions. For support in generating questions through discreet and explicit checks for understanding, refer to Bloom’s Taxonomy.

Questions that support the instructional goals are an integral part of student learning. An observer in the classroom should be able to close their eyes and just listen to the questions and have a clear idea of the objective of the day. This type of purposeful and aligned questioning needs to be planned before every lesson. When a teacher effectively utilizes questions that are purposeful and coherent, then students’ responses may be utilized as a formative assessment in determining which students have mastered the learning objective. The descriptors address the quality of the feedback in supporting student learning as opposed to feedback

that informs students only of the accurateness of their responses. Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Feedback Descriptors Focused on Quality

The bullets below provide information that helps teachers develop the ability to provide high-quality feedback. There are many instructional leaders who feel that a classroom observer should be able to “guess” what the objective for the lesson is by simply listening to a teacher’s feedback during a lesson. Such precision must be developed using the criteria below.

Determining Quality of Feedback

- Feedback relates to the lesson objective or sub-objective.
- Feedback causes students to think.
- Feedback is specific.
- Feedback is timely.
- Feedback is varied to meet the unique needs of the students and classroom.

MONITOR AND ADJUST	THE TEACHER:
	<ul style="list-style-type: none">• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.• Adjust instruction and activities to maintain student engagement.• Uses discreet and explicit checks for understanding through questioning and academic feedback.
	MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

The objective of a lesson was: “Boys and girls, today you will learn about one way to form a paragraph. We formulate a topic sentence and at least three supporting sentences. Then we end the paragraph with a summary statement.” The teacher provided a graphic organizer after they collectively developed a topic sentence. While children wrote the supporting details independently, she provided feedback. The following feedback was recorded:

- “Marie, these are very nice sentences because they include strong details.”
- “Henry, your first detail is a complete sentence. That’s just great. Look at your second detail. What can we add to make a complete sentence?”
- “Louise, if you would like more inspiration, let’s look at the story for paragraph details. Good. It’s right there. I think you will find some great material for writing details.”
- “Jamie, you have three details that will make a great paragraph. What will make a good summary statement?” It is also important for teachers to model for students how to provide each other with high-quality academic feedback.

Example 2:

Following the same lesson objective as provided in the above example, after the students have completed their writing, the teacher pairs them for the purpose of conferencing on each other’s writing. To ensure that students know her expectations for the conferences, she pairs with a student and models the questions and type of feedback she would provide to the student. Within this model, she explains that it is important for students to clearly explain why an area of the writing is strong and why another needs to be strengthened. She does this by providing high-quality feedback that is focused on the lesson objective of writing a topic sentence, supporting details, and a summary statement.

Along with this model, the teacher may also include written feedback on the student’s writing that is focused on the objective. For example, the teacher may provide starter phrases to guide the process such as “the topic sentence is strong because (fill in the blank).” (The teacher will model and provide examples of feedback that may be used. These examples may be on the board/chart for reference.) Students will also need to understand the criteria for successful work. This will also serve as a guide for providing appropriate feedback. The examples and criteria will ensure that the feedback is purposeful and focused on the work, not the “peer/student.” Students will not automatically understand how to provide high-quality feedback to peers. Modeling what this looks and sounds like is crucial as students begin to experience this as a part of everyday instruction.

Example 3:

It may benefit teachers trying to include these descriptors in a lesson to write students’ names on Popsicle sticks or strips of paper and pull a name to respond to questions asked.

Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students, or calling only on volunteers who may have their hands raised. Teachers may also have students respond to a partner before answering a question aloud for the whole class.

This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else. When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 4:

When a teacher introduces a lesson, students may be led to complete a “KWL chart.” By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented. Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement. The teacher provides specific information that must be included in the biography but also allows students to generate questions they would like answered about the individual. Both sets of questions would guide the student’s research.

By providing opportunities for students to generate questions, teachers also develop learning experiences where inquiry is valued and provide students with choices.

Suggested Coaching Questions: Monitor and Adjust

- How do you maintain all students’ attention during the lesson?
- How do you decide on the types and frequency of questions you ask during a lesson to monitor and check for understanding?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- Why is it important to provide wait time?
- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction, activities or pacing?
- How do you engage students in providing quality feedback to one another?

Additional Resources

Brookhart, Susan (2008). Feedback That Fits. *Educational Leadership*, 65, 54–59.

Brookhart, Susan (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1),153–189.

Armendariz, F., & Umbreit, J. (1999). Using active responding to reduce disruptive behavior in a general education classroom. *Journal of Positive Behavior Interventions*, 1(3), 152–158.

Pagliaro, M. Menna. (2011). *Exemplary classroom questioning: practices to promote thinking and learning*. Lanham, Md.: Rowman & Littlefield Education.



LEARNING ENVIRONMENT

Explanation of the T-TESS Rubric

This Section Includes Resources and Information on the Three Dimensions of the Learning Environment Domain:

This dimension deals with the learning environment of the classroom, including the physical arrangement of the furniture and the availability of supplies for students to utilize. When supplies, equipment and resources are easily and readily accessible, then the descriptors in this dimension can be more easily met.

The thoughtfully organized classroom will be the most conducive to allowing students to participate in high-level learning beyond the learning objectives.

Building smooth transitions and procedures and developing seamless routines can be done with practice and careful planning. Once these transitions, procedures and routines are in place, students can begin to take ownership and responsibility for them.

Regardless of how the grouping arrangements are developed, the grouping should maximize the learning for all students. The ability of a teacher to group students in this manner is directly connected to his/her knowledge of the students and their individual needs, interests and abilities. There must be a rationale for why students are grouped together.

LEARNING ENVIRONMENT

1. Classroom Environment, Routines and Procedures
2. Managing Student Behavior
3. Classroom Culture

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.
- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

MOVES TO STUDENT-CENTERED ACTIONS

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

There are a Variety of Grouping Patterns, Including:

- Whole group (common when a new concept, skill or theme is introduced)
- Heterogeneously grouped by ability (common when students are processing or practicing content for mastery). In this structure, the group is balanced as much as possible, having a high student, a middle-high student, a middle-low student and a low student. It is also important to consider discipline, special needs, ethnicity, gender and communication skills when forming groups. Due to the thought that goes into this process, these students may stay together for a period of time (for example, five to seven weeks) before new teams are formed.
- Homogeneously grouped by ability (common when pulling together a small group to work on a specific skill in which students have demonstrated a weakness, or bringing together higher-level students who need to be challenged)
- By demographic balance
- By interest
- By ability to focus
- By ability to communicate
- By language acquisition levels

Important Environmental Factors to Consider

- Various areas of the classroom are created for use in a variety of activities.
- Desks or general seating are arranged so that teachers can easily get to each student.
- The lighting in the room is adequate.

- The room temperature is generally moderate to cool. Warm classrooms lead students to be more lethargic, inattentive and consequently bored and disruptive.
- The entrance to your room does not cause distractions to students during lessons.
- There is a place in your classroom, away from the rest of the class, where you can have a private conversation or give a private reprimand to an individual student.
- The blackboard is visible to all students during lessons and is clean and uncluttered.
- Bulletin boards are attractive and not cluttered with “old work.”
- The room has just the amount of furniture that is functional, and does not contain useless or nonessential furnishings.
- The seating arrangement is designed in an orderly way so that the organization of the seats helps the students to feel more organized.
- Study carrels are used only in conjunction with other types of seating arrangements.
- Students are seated far enough apart so that innocent moves by students do not distract other students.
- Seats are arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener, they do not overly distract students they pass.
- Make sure that students have assigned seats and do not allow them to constantly change their seats.

Suggested Coaching Questions: Classroom Environment

- What evidence supports a welcoming environment?
- How is the environment set up so that it is welcoming to all students?
- How is the environment arranged to promote student independence? (Are materials readily available? Are procedures in place so that students can be prepared for activities/routines?)
- How do you determine the purpose for displaying student work?
- How is student work displayed in order to promote content or enhance the learning environment?
- How do you decide on the instructional grouping of students during a lesson?
- Why is it important to think about how you group students? That being said, what are things you consider when forming groups (or partners) and why?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you model or communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?
- How do you ensure that the room is arranged to accommodate individual, as well as group work?
- How is information posted in the classroom so that it may be easily referenced by students (e.g., standards, punctuation rules, schedule)?
- Think about challenges that occur when preparing the learning environment for students; how do you address obstacles?

Additional Resource

Hill, B. (2010). *The Next Step Guide to Enriching Classroom Environments: Rubrics and Resources for Self Evaluation and Goal Setting*. Portsmouth, NH: Heinemann.



Managing Student Behavior

Timely and effective management of student behavior is critical for effective instruction to take place within a classroom.

Descriptors under Standards and Alignment and Presenting Instructional Content address a teacher's modeling of clear expectations for students. While these dimensions focus on instruction, expectations must also be clearly modeled for student behavior for effective instruction to occur that increases student achievement.

For a teacher to manage student behavior effectively, he/she must not only model the expectations, but have knowledge of the students he/she is teaching. Teachers must be aware of and practice a variety of techniques to maintain appropriate behavior, which are dependent upon having knowledge of individual student's needs.

Teachers must also know students' interests in order to motivate them to change inappropriate behaviors. Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Suggested Coaching Questions: Managing Student Behavior

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior, should it become an issue during this lesson?
- How does your grouping enhance student behavior?
- What part does motivation play in student behavior?

Additional Resources

The topic of managing student behavior has generated many books and workshops. A good website for basic tips and information is Adprima at www.adprima.com/managing.htm.

LEARN North Carolina also has great suggestions on classroom management at www.learnnc.org.

THE TEACHER:

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
- Students and the teacher create, adopt and maintain classroom behavior standards.

MOVES TO STUDENT-CENTERED ACTIONS

Classroom Culture

Creating a positive classroom climate begins with showing respect to one another. Teachers most often set this in motion when they develop a set of collaborative ground rules for their classrooms and then model these for the students on a regular basis.

Teacher non-verbal cues that indicate respect and interest are:

- Tone of voice
- Eye contact
- Affirmative head nods
- Smiles
- Wait time
- Proximity to student

Suggested Coaching Questions: Classroom Culture

- How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?
- How do you determine/plan appropriate procedures to ensure a respectful culture?
- How do you build interdependence among students?
- How do you provide opportunities for students to collaborate?
- How do you build safety in the classroom, promoting open communication and/or collaboration?
- How do you plan opportunities to teach, practice and reinforce social skills (e.g., listening to others, providing positive feedback, patience, respect)?

Additional Resources

Comer, J. P. (1999). Creating successful urban schools. *Brookings papers on education policy*, 2. Available online at www.jstor.org/pss/20067212.

Lawrence-Lightfoot, S. (2000). *Respect: An exploration*. Cambridge, MA: Perseus Books.

Williams, A. (2010). Five strategies for creating just, equitable, and inclusive classrooms. *School Climate Matters*, 4(4), 3.

CLASSROOM CULTURE	THE TEACHER:
	<ul style="list-style-type: none">• Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students.• Students collaborate positively and encourage each other's efforts and achievements.
	MOVES TO STUDENT-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Explanation of the T-TESS Rubric

This Section Includes Information on the Four Dimensions of the Professional Practices and Responsibilities Domain:

The Professional Practices and Responsibilities domain will be rated during the summative conference at the end of the school year between the appraiser and the teacher.

Certainly when applicable appraisers will have conversations with teachers about their self-assessment related to the Professional Practices and Responsibilities domain throughout

the school year in post-conferences. This domain is unique because there is flexibility based upon local expectations for how evidence for this domain should be collected and rated.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

1. Professional Demeanor and Ethics
2. Goal Setting
3. Professional Development
4. School Community Involvement





DAY 1:
Training Materials

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.1	<p>Dimension 2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. There is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.2	<p>Dimension 2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. Integrates learning objectives with other disciplines, content areas and real-world experience. Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> Conveys a depth of content knowledge that allows for differentiated explanations. Integrates learning objectives with other disciplines and real-world experiences. Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge in multiple contexts. Integrates learning objectives with other disciplines. Anticipates possible student misunderstandings. Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> Conveys accurate content knowledge. Sometimes integrates learning objectives with other disciplines. Sometimes anticipates possible student misunderstandings. Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> Conveys inaccurate content knowledge that leads to student confusion. Rarely integrates learning objectives with other disciplines. Does not anticipate possible student misunderstandings. Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

INSTRUCTION DIMENSION 2.3

Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis:
1D, 1E, 2A, 3A, 4D

Sources of Evidence:
Pre-Conference,
Formal Observation

DISTINGUISHED 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.

ACCOMPLISHED 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.

PROFICIENT The Teacher:

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

DEVELOPING 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 and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

IMPROVEMENT NEEDED 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.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.4	<p>Dimension 2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.5	<p>Dimension 2.5 Monitor and Adjust</p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.
			STUDENT-CENTERED ACTIONS ←			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.1

Dimension 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis:
1D, 4A, 4B, 4C, 4D

Sources of Evidence:
Formal
Observation,
Pre-Classroom

DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives. 	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. Students take some responsibility for managing student groups, supplies and/or equipment. The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<ul style="list-style-type: none"> All procedures, routines and transitions are clear and efficient. Students actively participate in groups, manage supplies and equipment with very limited teacher direction. The classroom is safe and organized to support learning objectives and is accessible to most students. 	<ul style="list-style-type: none"> Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. The classroom is safe and accessible to most students, but is disorganized and cluttered. 	<ul style="list-style-type: none"> Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. Students often do not understand what is expected of them. The classroom is unsafe, disorganized and uncomfortable. Some students are not able to access materials.

STUDENT-CENTERED ACTIONS ←

→ TEACHER-CENTERED ACTIONS

LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	<p>Dimension 3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
	<p>STUDENT-CENTERED ACTIONS ←</p>		<p>TEACHER-CENTERED ACTIONS →</p>			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.3

Dimension 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

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

**Sources
of Evidence:**
Formal
Observation,
Classroom

DISTINGUISHED The Teacher:

- Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

ACCOMPLISHED The Teacher:

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and the teacher.

PROFICIENT The Teacher:

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

DEVELOPING The Teacher:

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

IMPROVEMENT NEEDED The Teacher:

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

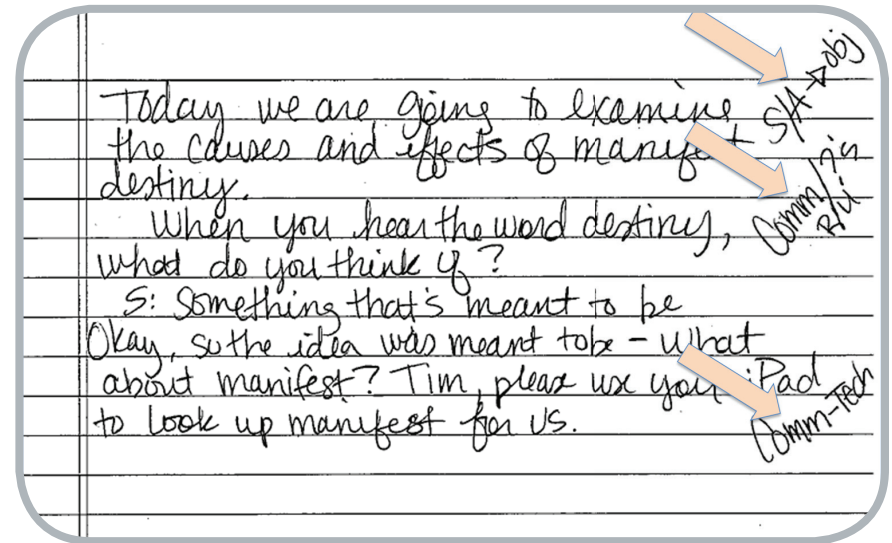
DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT Classroom Culture	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT Managing Student Behavior	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION Achieving Expectations	ALL	MOST	MOST	SOME	FEW
INSTRUCTION Content Knowledge and Expertise	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION Differentiation	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS					

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



4th Grade ELA Lesson Plan

In Someone Else's Shoes Different Perspectives and Points of View

TEKS (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(B) describe the interaction of characters including their relationships and the changes they undergo;

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write letters in which language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

Essential Questions

- How can looking at a situation from a different perspective or point of view help you in your everyday life?
- Why might it be important to look at things from a different perspective or point of view?

Unit Goal

By the end of this unit, the learner will be able to evaluate scenarios or situations from various perspectives.

Objectives

- Evaluate situations from different *perspectives* or *point of views*.
- Identify how others may *feel* in a given situation or scenario.
- Apply looking at different *perspectives* to your daily life.

Accommodations for Individual Student Needs

- **Learning Style**-Discussion, large group, small group, role-playing and PowerPoints.
- **Expectations**-Some students will perform with minimum or no help, while others will require assistance from the teacher, teacher-aid or classmates (peer tutors).
- **Differentiated Instruction**-Groups are composed of varying levels and learning styles. There are multiple opportunities for students to choose how they wish to represent what they have learned (i.e.: role-playing, choral response, and reflective ticket.)

Prior Knowledge

1. What it means to look at something from a different "point of view" or "perspective."
2. 4 Corners Procedures
3. Cooperative Group Procedures

4th Grade ELA Lesson Plan

Procedure

Introduction of lesson: Present some key questions the teacher wants students to think about at the beginning, middle and closure of the lesson.

Hook: (7-10 minutes)

4 Corners: Different Perspectives/Point of View

- TTW show a PowerPoint with expectations and directions for the 4 Corners activity.
- TTW tell students that they will look at a situation from an assigned POINT OF VIEW.

They then will discuss with their group:

- How you may feel about this situation
- Your opinion about this situation
- Positives or negatives about this situation
- The students then will elect a person to represent their POINT OF VIEW and share with the class.

Curriculum Correlation

TTW explain to students that looking at situations from different points of views can help them deal with everyday events. TTW remind students that we just had a “Heart to Heart” talk about taking time and thinking how others may feel in a negative or even positive situation.

Guided Practice (10-15 minutes)

- 1) TTW ask students to turn to page 416 in their textbook (*Weekly story: “Dear Mrs. LaRue”*)
- 2) TTW read the letter on page 416 as the students follow along.

- 3) TTW then explain that she will look at some key points/ comments the main character (Ike) made, and then do a think aloud describing how Mrs. LaRue (his owner) may have responded. (The teacher will place a hat on her head to represent stepping into Mrs. LaRue’s character and take it off when she is referring back to Ike’s letter.)
- 4) TTW then show the students a 4 Square with three different comments Ike made in his letter, and ask students what they think Mrs. LaRue would respond with.
- 5) TTW explain to students that she just modeled what they will be doing in their cooperative groups.

Independent Practice (10-15 minutes)

- 1) TTW assign each student a number (#1-4) at each group.
- 2) TTW display the roles that are expected for each student on the PowerPoint
 - a. Read the letter on the page stated on your 4 Square.
 - b. Discuss as a group: How might you respond from the given character’s point of view?
 - c. Writing Responsibilities:
 - i. Student #1: Greeting and Comment #1
 - ii. Student #2: Comment #2
 - iii. Student #3: Comment #3
 - iv. Student #4: Closing and Signature
- 3) TSW then place a name tag on which describes what perspective/point of view they will be coming from.
- 4) TSW discuss each comment as a group, and discuss possible responses from their points of view.
- 5) The assigned numbered person will then record their response.

4th Grade ELA Lesson Plan

Challenge

TTW encourage fast finishers to rehearse how they will say their section when it is time to be presented to the class.

- 6) TTW pull sticks and whoever's name she pulls gets to present with their group. TSW present their four squares from the assigned perspective. TTW stop the group before they reveal whose perspective they are coming from, and ask the class "What point of view or perspective are they coming from?" Then the group shares in their closing what perspective they are coming from.

Reflection and Lesson Closure

- 1) TTW refer students back to the goal/objective of today's lesson. TTW ask students to show their response by thumbs up or down for each goal. She may even ask probing questions in order to have students expand on why they have or have not mastered with that particular goal.
- 2) TSW then pick on or both of the key questions to record on an "Exit Ticket."
- 3) TTW pull sticks to encourage students to share their reflections with the class.

Assessment

Formal: Students will be tested at the end of the week with a comprehension test, and weekly skills assessment.

Informal: Students' choral and small group responses, the group's 4 Square, and individual responses on the 4 Square will be checked for participation, and accuracy. They will be used by the teacher to plan the next lesson's review and/or reinforcement.

Ongoing Assessment

Students will take their 4 square and compose a letter back to Ike from their assigned character's perspective. Students will demonstrate proper letter format. Throughout the year, students will be assessed on identifying, connecting and elaborating on different character's perspectives through formal and informal assessment.

Assessment Plan for Unit

Student performance will be measured by Weekly Skill Assessment, and the Unit 4 Benchmark Assessment. As students reach levels of mastery, extended enrichment will be utilized. Students with limited skill mastery will be pulled for small group reinforcement.

Materials:

- Index cards
- Mrs. LaRue Hat
- Name sticks
- Name tags
- PowerPoint
- 4 Square activity sheet
- 4 Corner signs

PLANNING

PLANNING DIMENSION 1.1

Dimension 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis:
1A, 1B, 3A, 3B, 3C

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

DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - are logically sequenced - are relevant to students' prior understanding and real-world applications - integrate and reinforce concepts from other disciplines - provide appropriate time for student work, student reflection, lesson and lesson closure - deepen understanding of broader unit and course objectives - are vertically aligned to state standards - are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - are sequenced - are relevant to students' prior understanding - integrate other disciplines - provide appropriate time for student work, lesson and lesson closure - reinforce broader unit and course objectives - are vertically aligned to state standards - are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - are relevant to students - provide appropriate time for lesson and lesson closure - fit into the broader unit and course objectives - are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> - are sequenced - sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> - are sequenced - rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.2	<p>Dimension 1.2 Data and Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post-Conference Instructional Planning</p>	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
	STUDENT-CENTERED ACTIONS ←					

PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.3	<p>Dimension 1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, socialemotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<ul style="list-style-type: none"> • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
			← STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS →

PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.4	<p>Dimension 1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
			STUDENT-CENTERED ACTIONS ←			

DIMENSION	EVIDENCE	RATING
<p>Standards and Alignment 1.1</p>		
<p>Data and Assessment 1.2</p>		

DIMENSION	EVIDENCE	RATING
<p>Knowledge of Students 1.3</p>		
<p>Activities 1.4</p>		

DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
<p>Communication 2.3</p>		
<p>Differentiation 2.4</p>		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade ELA Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade ELA Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

Post-Conference Plan

While the T-TESS Rubric is used to observe teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including the modeling of specific dimensions in professional development meetings, in teachers' classrooms and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the T-TESS Rubric." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the evaluator needs to help the teacher improve). Therefore, the focus of the post-conference is on two dimensions or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each dimension on the rubrics can be found in "Explanation of the T-TESS Rubric" sections.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Suggested Coaching Questions: Choosing Reinforcement and Refinement Areas

1. Which areas on the rubric received the highest rates (reinforcements) and the lowest rates (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Greeting/Set the tone.** This time should be used to put the teacher at ease.
- 2. Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
- 3. Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
- 4. Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: "How do you think the lesson went?" "What is your overall impression of the lesson?"

Reinforcement Plan

Refer to "Suggested Coaching Questions" to choose an appropriate reinforcement area.

- 1. Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/ her area of reinforcement as it relates to the lesson.

Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?" (Refer to "Explanation of the T-TESS Rubric" sections for additional examples of coaching questions).

- 2. Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.** It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the examples are strong and how they will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

4th Grade Math

111.16. Mathematics, Grade 4 TEKS

(2) Number and operations. The student applies mathematical process standards to represent, compare and order whole numbers and decimals and understand relationships related to place value.

The student is expected to:

(E) represent decimals, including tenths and hundredths, using concrete and visual models and money;

(G) relate decimals to fractions that name tenths and hundredths; and

(3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:

(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.



DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
Communication 2.3		
Differentiation 2.4		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		



DAY 2:
Training Materials

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



MIDDLE SCHOOL LESSON PLAN - 7TH GRADE PE

Teacher: Hall	Quarter: 2	Week: 10	Subject: PE	Unit Title: "Get Over Here" - Team Building
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Key Terms/Vocabulary: Communication, Cooperation, Teamwork, Patience, Listening	Technology: Scoreboard for pacing
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Standard/Indicator Physical Education 6-8 Physical Education

116.23, Physical Education, Grade 7 TEKS

(b) Knowledge and skills

(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) coordinate movements with teammates to achieve team goals;

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(D) detect and correct errors in personal or partner's skill performance; and

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) solve problems in physical activities by analyzing causes and potential solutions;

(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings

Day & Date	Essential Question (Hook)	Instruction and Mini-Lesson	Guided Practice (I do, We do, You do)	Independent Practice and Assessment	Closure
Monday 1-9-12	<p>What does it take to be a part of a team and complete a task successfully?</p> <p>Let's describe some situations where you might be working together with others. (5 min)</p> <p style="text-align: right;">5 min</p>	<p>Quick class discussion, students sitting in their teams.</p> <p>Communication Skills- Speaking with clarity and precision. Eye contact. Listening to one person at a time. Speaking in a calm voice. (5 min)</p> <p>Cooperation- Agreeing to try others' ideas even if you don't agree. (2 min)</p> <p style="text-align: right;">7 min</p>	<p>I do- Give students examples of each skill and model, what they look and sound like. (3 min)</p> <p>We do- Practice with the students having an effective conversation. (4 min)</p> <p>You do- Students will work in their teams to create their plan to get their team across the gym.</p> <p style="text-align: right;">7 min</p>	<p>Explain the activity- "Get Over Here"</p> <p>Students will use various equipment to get their team, and all equipment, from one side of the gym floor to the other without making physical contact with the floor. Thinking- Creative & Practical.</p> <p>After 5 minutes, have the students stop and provide feedback to their team on what is working and not working. (2 min.)</p> <p>Students then continue trying to achieve the goal.</p> <p style="text-align: right;">15 min</p>	<p>Round Robin- Students will gather equipment back to starting point and then one student from each team will be grouped together and they will share out what worked for their individual team. (3 min.)</p> <p>Students will gather back with their original team and will share out something they liked that another team did. (3 min)</p> <p>Students will write 1 paragraph evaluating how their team used strong communication and cooperative skills. Also, in their paragraph they will explain how the skills learned today could be applied to a real-life scenario. (10 min)</p> <p style="text-align: right;">16 min</p>

Teacher Planning Notes

- Share out one thing that you liked that another team did that helped them be successful. Justify or explain why you feel this helped their team.
- Students generating questions
- Students providing each other feedback
- Chart paper with Communicative and Cooperative Skills listed
- Chart paper with Rubric posted

7TH GRADE PE LESSON RUBRIC			
SCORE	3	2	1
	Student identifies 2+ cooperative/ communicative skills w/ explanation	Student identifies 1-2 cooperative/ communicative skills w/ minimal explanation	Student identifies 0-1 cooperative/ communicative skills w/ no explanation
	Student identifies 1+ real life scenario w/ explanation	Student identifies 1 real life scenario w/ minimal explanation	Student makes 1 real life scenario w/ no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes

SCORE	3	2	1
	Student identifies 2+ cooperative/ communicative skills w/ explanation	Student identifies 1-2 cooperative/ communicative skills w/ minimal explanation	Student identifies 0-1 cooperative/ communicative skills w/ no explanation
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DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
Communication 2.3		
Differentiation 2.4		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
7th Grade PE Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
7th Grade PE Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

Post-Conference Plan

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3. Which of these areas would have the greatest impact on other areas of the rubric?
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5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
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2. **Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
3. **Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
4. **Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: "How do you think the lesson went?" "What is your overall impression of the lesson?"

Reinforcement Plan

Refer to "Suggested Coaching Questions" to choose an appropriate reinforcement area.

1. **Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/her area of reinforcement as it relates to the lesson.

Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?" (Refer to "Explanation of the T-TESS Rubric" sections for additional examples of coaching questions).

2. **Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.**

It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.”

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

REINFORCEMENT PLAN FORM

REINFORCEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

REFINEMENT PLAN FORM

REFINEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

RECOMMENDATIONS:

5th/6th Grade Math Lesson Plan

Lesson 21.2: Geometry/Quadrilaterals

5th grade Math TEKS (5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to identify essential attributes including parallel, perpendicular and congruent parts of two-and-three-dimensional geometric figures.

(6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons and circles. The student is expected to:

- (A) use angle measurements to classify angles as acute, obtuse or right;
- (B) identify relationships involving angles in triangles and quadrilaterals; and
- (C) describe the relationship between radius, diameter and circumference of a circle.

Objectives

Today, I will be able to classify quadrilaterals based on its sides and angles, AND solve its missing angle.

Higher Order Thinking Questions

1. What are some similarities and difference between triangles and quadrilaterals?
2. Can a square be called a rectangle?
3. Is it possible for a quadrilateral to have 4 obtuse angles?

Methods/Activities

Opening Dialogue: Today, we are going to learn about classifying quadrilaterals based on its sides and angles. We are also going to solve the missing angle. We are learning this because quadrilaterals are used in our everyday life: floor tiles, home designs, etc.

Hook / Review (5-10 min) Teacher will show students an extravagant home with quadrilaterals in the design.

Lesson Procedures (Direct Instruction, Guided Practice, Independent Study) (30-45 min)

1. Think about it – students will decide on answers to questions on an index card that is taped to their desks.
2. Review of vocabulary that is necessary in classifying quadrilaterals. Students will complete a “cheat sheet” during the vocabulary discussion.
3. Sorting Activity – students will work with a partner to sort characteristics of quadrilaterals. Students will go back to think about it to revise their answers periodically.
4. Angle Investigation – students will use calculators to discover the total of the angles inside of a quadrilateral.
5. Rotation Stations – students will rotate with a partner to answer various questions about quadrilaterals.

Real World Connection (5-10 min) See Hook.

Closure / Reflection (3-5 min) Summarize accomplishment of objective.

DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
Communication 2.3		
Differentiation 2.4		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
5th/6th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
5th/6th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

REINFORCEMENT PLAN FORM

REINFORCEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

REFINEMENT PLAN FORM

REFINEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

RECOMMENDATIONS:



Appraiser Resources

PLANNING

PLANNING DIMENSION 1.1

Dimension 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

Standards Basis:
1A, 1B, 3A, 3B, 3C

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

DISTINGUISHED Instructional Planning Includes:	ACCOMPLISHED Instructional Planning Includes:	PROFICIENT Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	IMPROVEMENT NEEDED Instructional Planning Includes:
<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are logically sequenced ◦ are relevant to students' prior understanding and real-world applications ◦ integrate and reinforce concepts from other disciplines ◦ provide appropriate time for student work, student reflection, lesson and lesson closure ◦ deepen understanding of broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are sequenced ◦ are relevant to students' prior understanding ◦ integrate other disciplines ◦ provide appropriate time for student work, lesson and lesson closure ◦ reinforce broader unit and course objectives ◦ are vertically aligned to state standards ◦ are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are sequenced ◦ are relevant to students ◦ provide appropriate time for lesson and lesson closure ◦ fit into the broader unit and course objectives ◦ are appropriate for diverse learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are sequenced ◦ rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PLANNING

		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
PLANNING DIMENSION 1.2	<p>Dimension 1.2 Data and Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post-Conference Instructional Planning</p>	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress. Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> Few formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
			STUDENT-CENTERED ACTIONS ←			

PLANNING

		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
PLANNING DIMENSION 1.3	<p>Dimension 1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, socialemotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<ul style="list-style-type: none"> • Most lessons that connect to students’ prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<ul style="list-style-type: none"> • Few lessons that connect to students’ prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.
			STUDENT-CENTERED ACTIONS ←			

PLANNING

		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
PLANNING DIMENSION 1.4	<p>Dimension 1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students. 	<ul style="list-style-type: none"> • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes. 	<ul style="list-style-type: none"> • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.1	<p>Dimension 2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. Provides opportunities for students to self-monitor and self-correct mistakes. Systematically enables students to set goals for themselves and monitor their progress over time. 	<ul style="list-style-type: none"> Provides opportunities for students to establish high academic and social-emotional expectations for themselves. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Anticipates student mistakes and encourages students to avoid common learning pitfalls. Establishes systems where students take initiative of their own learning and self-monitor. 	<ul style="list-style-type: none"> Sets academic expectations that challenge all students. Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. Addresses student mistakes and follows through to ensure student mastery. Provides students opportunities to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets academic expectations that challenge most students. Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. Sometimes addresses student mistakes. Sometimes provides opportunities for students to take initiative of their own learning. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. Rarely provides opportunities for students to take initiative of their own learning.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.2	<p>Dimension 2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios. 	<ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<ul style="list-style-type: none"> • Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). 	<ul style="list-style-type: none"> • Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

INSTRUCTION DIMENSION 2.3

Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis:
1D, 1E, 2A, 3A, 4D

Sources of Evidence:
Pre-Conference,
Formal Observation

DISTINGUISHED 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.

ACCOMPLISHED 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.

PROFICIENT The Teacher:

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

DEVELOPING 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 and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

IMPROVEMENT NEEDED 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.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.4	<p>Dimension 2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

INSTRUCTION DIMENSION 2.5

Dimension 2.5 Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

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

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

DISTINGUISHED The Teacher:

- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Adjusts instruction and activities to maintain student engagement.
- Uses discreet and explicit checks for understanding through questioning and academic feedback.

ACCOMPLISHED The Teacher:

- Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs.
- Adjusts instruction and activities to maintain student engagement.
- Continually checks for understanding through purposeful questioning and academic feedback.

PROFICIENT The Teacher:

- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Monitors student behavior and responses for engagement and understanding.

DEVELOPING The Teacher:

- Sometimes utilizes input from students in order to monitor and adjust instruction and activities.
- Adjusts some instruction within a limited range.
- Sees student behavior but misses some signs of disengagement.
- Is aware of most student responses but misses some clues of misunderstanding.

IMPROVEMENT NEEDED The Teacher:

- Rarely utilizes input from students in order to monitor and adjust instruction and activities.
- Persists with instruction or activities that do not engage students.
- Generally does not link student behavior and responses with student engagement and understanding.
- Makes no attempts to engage students who appear disengaged or disinterested.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.1

Dimension 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis:
1D, 4A, 4B, 4C, 4D

Sources of Evidence:
Formal
Observation,
Pre-Classroom

DISTINGUISHED The Teacher:

- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.
- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

ACCOMPLISHED The Teacher:

- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.
- Students take some responsibility for managing student groups, supplies and/or equipment.
- The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

PROFICIENT The Teacher:

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

DEVELOPING The Teacher:

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

IMPROVEMENT NEEDED The Teacher:

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	<p>Dimension 3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
	<p>STUDENT-CENTERED ACTIONS ←</p>		<p>TEACHER-CENTERED ACTIONS →</p>			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.3

Dimension 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

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

**Sources
of Evidence:**
Formal
Observation,
Classroom

DISTINGUISHED The Teacher:

- Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

ACCOMPLISHED The Teacher:

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and the teacher.

PROFICIENT The Teacher:

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

DEVELOPING The Teacher:

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

IMPROVEMENT NEEDED The Teacher:

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

**Dimension 4.1
Professional Demeanor and Ethics**

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis:
6B, 6C, 6D

Sources of Evidence:
Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED
The Teacher:

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.
- Advocates for the needs of all students in the classroom and campus.

ACCOMPLISHED
The Teacher:

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

PROFICIENT
The Teacher:

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

DEVELOPING
The Teacher:

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

IMPROVEMENT NEEDED
The Teacher:

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

**Dimension 4.2
Goal Setting**

The teacher reflects on his/her practice.

Standards Basis:
5D, 6A, 6B

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED
The Teacher:

- Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Implements substantial changes in practice resulting in significant improvement in student performance.

ACCOMPLISHED
The Teacher:

- Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning.
- Meets all professional goals resulting in improvement in practice and student performance.

PROFICIENT
The Teacher:

- Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback.
- Meets all professional goals resulting in improvement in practice and student performance.

DEVELOPING
The Teacher:

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

IMPROVEMENT NEEDED
The Teacher:

- Sets low or ambiguous goals unrelated to student needs or self-assessment.
- Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

**Dimension 4.3
Professional Development**

The teacher enhances the professional community.

Standards Basis:
3A, 6A, 6B, 6C

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED
The Teacher:

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.

ACCOMPLISHED
The Teacher:

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

PROFICIENT
The Teacher:

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

DEVELOPING
The Teacher:

- Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

IMPROVEMENT NEEDED
The Teacher:

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

**Dimension 4.4
School
Community
Involvement**

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
<ul style="list-style-type: none"> • Systematically contacts parents/ guardians regarding students' academic and social/emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> • Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> • Contacts parents/ guardians regularly regarding students' academic and social/emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> • Contacts parents/ guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> • Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT Classroom Culture	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT Managing Student Behavior	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION Achieving Expectations	ALL	MOST	MOST	SOME	FEW
INSTRUCTION Content Knowledge and Expertise	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION Differentiation	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS					

T-TESS Annual Appraisal Process Timeline

CURRENT YEAR			NEXT YEAR
WEEKS 1 - 3	WEEK 4: FOUR WEEKS PRIOR TO THE LAST DAY OF SCHOOL	AT LEAST 15 DAYS PRIOR TO THE LAST DAY OF SCHOOL	WEEKS 1-3
Teacher orientation	Teacher orientation for late hires, as needed		Teacher orientation for all teachers who are new to T-TESS
Teacher self-assessment and goal setting (review of teacher and student data to self-assess, establish goals and develop a professional development plan). (For teachers new to the district or T-TESS)	<ul style="list-style-type: none"> Ongoing review of teacher and student data Ongoing review of goals and professional development impact on teacher and student performance with recommended formative review of goals and progress toward these goals 	End of year conference to discuss final scores for Domains 1-3, review evidence for Domain 4 and discuss next year's goal(s) and professional development plan <i>Note: Domain 4 is not scored in summative form until after the teacher has been afforded the opportunity to present evidence related to each of the four dimensions in this domain during the end-of-year conference.</i>	
Informal observations and walk-throughs with ongoing analysis of results and options			<ul style="list-style-type: none"> Returning teacher review the goal(s) and professional development plan established at the end-of-year conference to determine if any changes are needed based on new data, changes in teaching assignments, etc. New teachers are guided through the self-assessment and goal setting processes to self-assess, develop goals and establish a professional development plan Student growth and data review
Formal observation windows established locally			

CHAPTER 149

Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards

(1) Standard 1 – Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

- (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans.
- (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2 – Knowledge of Students and Student Learning.

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- (i) Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
- (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- (i) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.
- (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (ii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3 – Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- (ii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
- (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (i) Teachers teach both the key content knowledge and the key skills of the discipline.
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

- (4) Standard 4 – Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.**
- (i) Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.
- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.**
- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (C) Teachers establish, implement and communicate consistent routines for effective classroom management, including clear expectations for student behavior.**
- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.**
- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.
- (5) Standard 5 – Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- (A) Teachers implement both formal and informal methods of measuring student progress.**
- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.**
- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.**
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

- (D) **Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.**
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6 – Professional Practices and Responsibilities.

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

- (A) **Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.**
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- (B) **Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.**
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

- (C) **Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.**
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) **Teachers model ethical and respectful behavior and demonstrate integrity in all situations.**
 - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

Planning Domain

(Dimension 1.1: Standards and Alignment)

- How are the goals for learning aligned to state content standards?
- How will technology be integrated into the lesson to support mastery of the lesson's goal(s)?
- How do you plan for activities, materials and assessments that are sequenced and relevant to the students?
- How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, lesson and lesson closure?
- How do you decide on activities, materials and assessments that are appropriate for diverse learners?

Planning Domain

(Dimension 1.2: Data and Assessment)

- What assessment data was examined to inform this lesson planning?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does pre-assessment data indicate about student learning needs?
- What formal and informal techniques do you use to collect evidence of students' knowledge and skills?
- How will your assessment data help you identify student strengths and areas of improvement?.

Planning Domain

(Dimension 1.3: Knowledge of Students)

- How will this lesson demonstrate your familiarity with the students' prior knowledge, life experiences and interests?
- How will the instructional strategies provide opportunities for all students' learning needs?
- How will developmental gaps be addressed?

Planning Domain

(Dimension 1.4: Activities)

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem solving?
- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do the activities, resources, technology and instructional materials align to the instructional goals?

Instruction Domain

(Dimension 2.1: Achieving Expectations)

- Why is it important to have academic expectations that are high and demanding for all students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?

Instruction Domain

(Dimension 2.2: Content Knowledge and Expertise)

- How do you develop or select instructional strategies to teach (insert topic to be taught)?
- How do you decide on ways in which to you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so students understand how the lesson fits within of the discipline and real world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?

Instruction Domain

(Dimension 2.3: Communication)

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective?
- How do you communicate your expectations to your students?

Instruction Domain

(Dimension 2.4: Differentiation)

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lessons?
- How will the lesson engage and challenge students of all levels?

- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?

Instruction Domain

(Dimension 2.5: Monitor and Adjust)

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student achievement?

Learning Environment Domain

(Dimension 3.1: Classroom Environment, Routines and Procedures)

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communication and/or collaboration?

Learning Environment Domain

(Dimension 3.2: Managing Student Behavior)

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during the lesson?
- How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?

Learning Environment Domain

(Dimension 3.3: Classroom Culture)

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate?

Professional Practices and Responsibilities Domain

(Dimension 4.1: Professional Demeanor and Ethics)

Consider the number of required conferences due based upon the individual teacher.

- How do you model professional ethics as a teacher?
- How do you model respectful behavior and integrity as a teacher?
- How do you maintain a classroom where students are valued and respected?

Professional Practices and Responsibilities Domain

(Dimension 4.2: Goal Setting)

- What are some short and long term professional goals you have set for yourself?
- How have your professional goals had a direct impact on student performance?

Professional Practices and Responsibilities Domain

(Dimension 4.3: Professional Development)

- What are some proactive ways you further your own professional development?
- How have you supported your grade or subject level teams?

Professional Practices and Responsibilities Domain

(Dimension 4.4: School Community Involvement)

- How do you communicate the school's mission, vision and goals to families? Students? Community?
- How do you communicate a student's academic and social/emotional growth to parents/guardians?
- How have you worked collaboratively with colleagues to enhance student learning?

Observation Pacing Guide for Your School

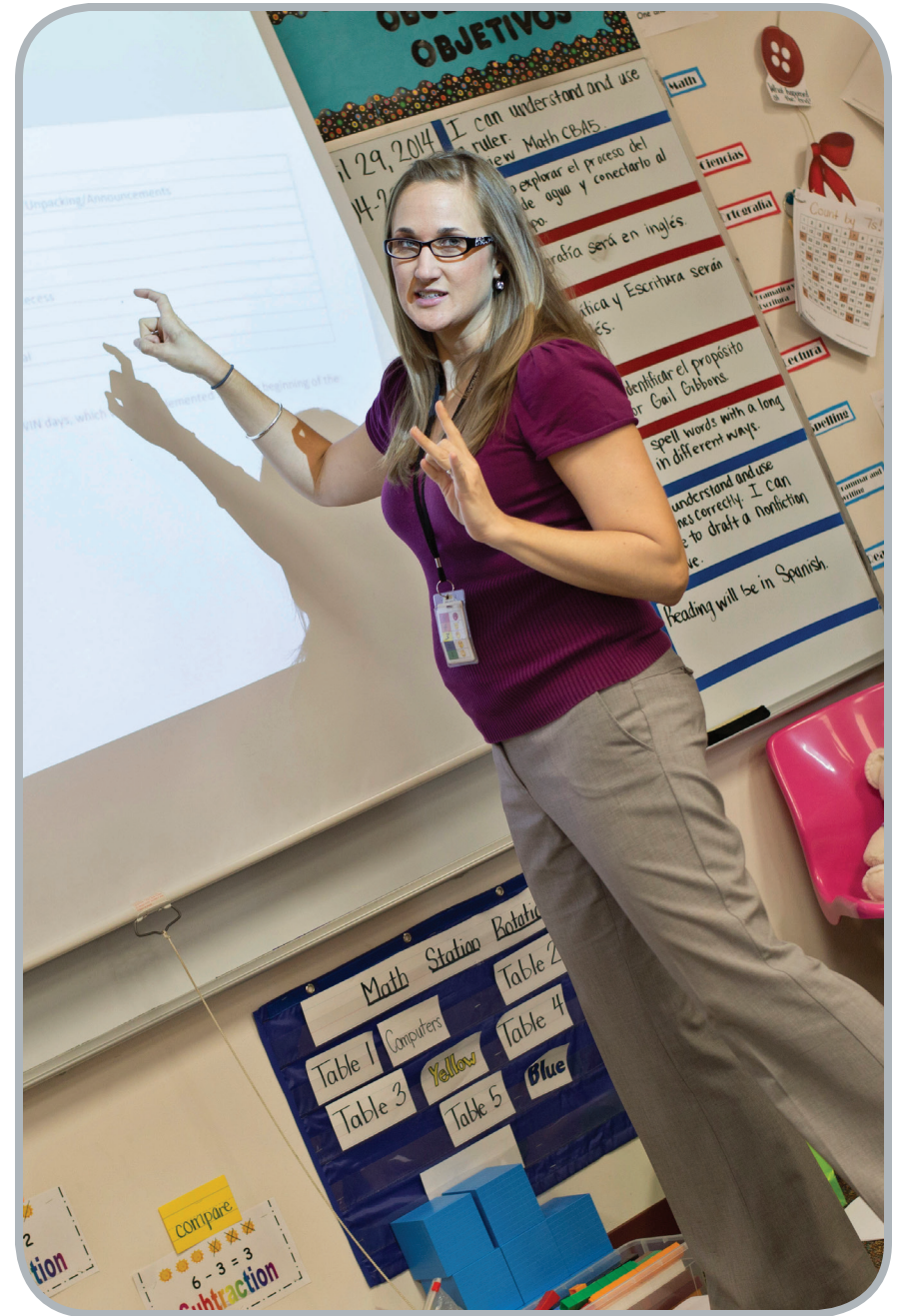
1. Number of teachers to observe _____ x 1 formal lesson-length observation _____
(Multiply the number of teachers to observe by 2 formal observations (or more,) if applicable.)
2. **Total number of formal lesson-length observations per year (total from line 1).** _____
3. Number of appraisers. _____
4. Divide line 2 total by line 3 number (full lessons each appraiser must see). _____
5. **Divide line 4 by 30 (number of observation weeks). This is the number of FULL LESSONS each observer will need to see each week to keep on track.** _____

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



Post-Conference Plan

While the T-TESS Rubric is used to observe teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including the modeling of specific dimensions in professional development meetings, in teachers' classrooms and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the T-TESS Rubric." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the evaluator needs to help the teacher improve). Therefore, the focus of the post-conference is on two dimensions or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each dimension on the rubrics can be found in "Explanation of the T-TESS Rubric" sections.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Suggested Coaching Questions on Choosing Reinforcement and Refinement Areas

1. Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Greeting/Set the tone.** This time should be used to put the teacher at ease.
- 2. Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
- 3. Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: “Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement.”
- 4. Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: “How do you think the lesson went?”

Reinforcement Plan

Refer to “Suggested Coaching Questions” to choose an appropriate reinforcement area.

- 1. Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/ her area of reinforcement as it relates to the lesson.

Example: “When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?” (Refer to “Explanation of the T-TESS Rubric” sections for additional examples of coaching questions).

- 2. Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: “You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson’s aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates’ responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph.”

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.**

It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.”

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

To provide additional guidance in developing an effective post-conference, observers should refer to this rubric, utilized in rating a conference plan.

POST-CONFERENCE WRITE-UP SCORING RUBRIC			
	DISTINGUISHED (5)	PROFICIENT (3)	IMPROVEMENT NEEDED (1)
Reinforcement Area	<ul style="list-style-type: none"> Identifies the standard where the teacher is Distinguished Utilizes language from the Instruction standard 	<ul style="list-style-type: none"> Identifies a standard where the teacher is Proficient Utilizes some language in the Instruction standard 	<ul style="list-style-type: none"> Identifies a standard where the teacher is in need of improvement Reinforcement area is ambiguous
Refinement Area	<ul style="list-style-type: none"> Identifies the major area of weakness Refinement area is unambiguous, explicit, and utilizes the language in the Instruction domain 	<ul style="list-style-type: none"> Identifies an area of weakness Refinement area utilizes the language in the standard 	<ul style="list-style-type: none"> Does not address a needed area of improvement Refinement area is ambiguous
Reinforcement Self-Analysis Questions	<ul style="list-style-type: none"> Open-ended questions that focus on the reinforcement area Questions use language explicitly tied to the Instruction standard to be reinforced 	<ul style="list-style-type: none"> Questions focus on the reinforcement area Questions use some language from the Instruction standard to be reinforced 	<ul style="list-style-type: none"> Questions are not well focused on the reinforcement area Questions are not well connected to Instruction standards language
Refinement Self-Analysis Questions	<ul style="list-style-type: none"> Open-ended questions that focus on the refinement area Questions use language explicitly tied to the Instruction standard to be refined 	<ul style="list-style-type: none"> Questions focus on the refinement area Questions use some language from the Instruction standard to be refined 	<ul style="list-style-type: none"> Questions are not well focused on the refinement area Questions do not provide language from the Instruction domain
Reinforcement Evidence	<ul style="list-style-type: none"> Evidence clearly exhibits the teacher's major strength by explicitly integrating specific examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies the teacher's strength by providing some examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies an incorrect area of strength
Refinement Evidence	<ul style="list-style-type: none"> Evidence clearly exhibits the teacher's major area for improvement by explicitly integrating specific examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies the teacher's major area for improvement by providing some examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies an incorrect area of improvement
Recommendations	<ul style="list-style-type: none"> Recommendations are clear, appropriate, aimed at identified area of refinement, logically sequenced and presented in a concise manner that will result in improved instruction in the identified area of refinement 	<ul style="list-style-type: none"> Recommendations are clearly connected to identified area of refinement, are appropriate and, if carried out, will result in improved instruction in refined area 	<ul style="list-style-type: none"> Recommendations absent, vague, inappropriate, unrelated to identified refinement or not aimed at improved instruction in area refined

Instructions and Process Online Certification Assessment

To become a certified appraiser, you will complete a two-step process online.

1. View and appraise a teacher lesson.
2. Answer eight questions regarding the post-conference process.

Directions

You will need to log in to the training portal with the username and password provided.

From the menu of choices listed, please select “Certification.”

Step 1A. Observe a Lesson

First, you will be asked to watch an entire video recorded lesson. Please note that you may pause the video momentarily, but you must view the entire video without navigating away from the page in order to appraise it.

Step 1B. Appraise the Lesson

Having completed watching the video, you are now ready to appraise it. When you click the NEXT button, you will be presented with the Instruction and Learning Environment Domains. Select the best rating for each dimension in these domains.

When you click NEXT, your ratings are compared to the T-TESS Raters’ ratings and when you receive a passing message, you are prompted to continue to Step 2.



Step 2. Post-Conference

In this portion of the Observer Certification, you will be presented a series of questions regarding the post-conference.

Upon successful completion of this step, you will be presented an opportunity to print your certificate!

If You Do Not Pass

If you do not successfully complete either portion of the process, you can retake the test. You are encouraged to take advantage of your online and printed resources to prepare for the next opportunity.

Online Certification Instructions

Follow these instructions carefully. For additional support, click “Contact Us” at the top of the web site and view the Frequently Asked Questions, or download the Certification User Guide from the Online Certification / Get Started page.

Allow Time to Certify

- Allow 60 to 90 minutes of reliable high-speed internet connectivity to complete the two-step process that includes videos viewing. If your wireless service is sometimes unreliable, use a direct cable connection.
- Step 1 (Observe a Lesson) must be completed and passed before proceeding to Step 2 (post-conference).
- At the end of the video choose “Play Again” or click “Close” at the bottom of the screen to go to the “Next” button.
- If you get interrupted or lose your Internet connection you will need to start that portion over again.

Step 1. Check Your Web Browser Set Up

- PC Users should use Internet Explorer as their browser.
- Mac User should use Safari as their browser.
- You must install the Flash Player for this module. If the system does not prompt you, go to: <http://get.adobe.com/flashplayer> to download this free product.

Step 2. Go to the Web Site: www.teachfortexas.org

- Close any additional browser windows or tabs.
- For best results, set your pop-up blocker to “allow pop-ups from this site.”
- Refer to the FAQs, 7 if you need assistance.

Step 3. Retrieve Your Information and Login

- Click Login / Forgot Password / Enter Your Email Address
- **TIP!** If you see a GREEN OK indicator, an email from support@niet.org is immediately sent, and should be to you within 10 min.
- **TIP!** If you get a RED indicator, the wrong email has been provided and set-up for you. Click “Contact Us” at the bottom of the page.
- If you do not receive the email within 10 minutes, it may be caught in your email Junk Folder or Spam Filter. For assistance, please contact your email administrator with the information in this step.
- Upon your first Login, you will be prompted to review the terms and conditions of the website, and accept them at the bottom of the page.

Step 4. Select the Online Certification Module from the Main Menu

- **TIP!** Once you click BEGIN, **do not** use your browser’s “back” or “refresh” buttons. Using either of these buttons at anytime throughout the certification module will result in a reload, and the loss of your currently active session.
- **TIP!** If you lose your Internet connection, or otherwise exit the system prior to completion of the current step, you will be required to start at the beginning of the step when you re-enter the system.

Step 5. Print Your Certificate

- Congratulations. Upon successful completion of Step 2, you will be able to print your certificate. If you are not presently connected to a working printer, no problem! You will have the opportunity to print a copy at anytime during the current school year.

If You Do Not Pass

- Step 1. Please review the recommended resources on the portal. It is highly recommended that you review the resources on the portal before attempting to test again.
- Step 2. After you review the recommended resources you may attempt to test again.
- In the meantime, you are encouraged to take advantage of your online and printed resources to prepare for the next opportunity.



Notes:

Notes:

TEXAS

Teacher Evaluation and Support System



TEATM
TEXAS EDUCATION AGENCY

Attachment 8d



Texas Education Agency

Technical Documentation of TxVAAS Analyses

Version 1.0 22 December 2014

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1 Introduction

1.1 Value-added reporting in Texas

The term “value-added” refers to a statistical analysis used to measure the amount of academic progress students make from year to year with a district, school, or teacher. Conceptually and as a simple explanation, a value-added measure is calculated in the following manner:

- Growth = current achievement/current results compared to all prior achievement/prior results, with achievement being measured by a quality assessment such as the STAAR tests.

While the concept of growth is easy to understand, the implementation of a statistical model of growth is more complex. There are a number of decisions related to the available modeling, local policies and preferences, and business rules. Key considerations in the decision-making process include:

- What data are available?
- Given available data, what types of models are possible?
- What is the growth expectation?
- How is effectiveness defined in terms of a measure of certainty?
- What are the business rules and policy decisions that impact the way the data are processed?

The purpose of this document is to guide you through the value-added modeling *based on the statistical approaches, policies, and practices selected by the Texas Education Agency and currently implemented by SAS*. This document describes the input data, modeling, and business rules for the district, school, and teacher value-added reporting in Texas.

2 Input data used in the Texas Value-added Assessment System (TxVAAS)

This section provides details regarding the input data used in the Texas value-added model, such as the requirements for verifying appropriateness in value-added analysis as well as the student, teacher, and school information provided in the assessment files.

2.1 Determining suitability of assessments

2.1.1 Current assessments

In order to be used appropriately in any value-added analyses, the scales of these tests must meet three criteria. (Additional details on each of these requirements are provided in [Section 8](#) Data quality and pre-analytic data processing.)

- **There is sufficient stretch in the scales** to ensure that progress can be measured for both low-achieving students as well as high-achieving students. A floor or ceiling in the scales could disadvantage educators serving either low-achieving or high-achieving students.
- **The test is sufficiently related to the academic standards** so that it is possible to measure progress with the assessment in that subject/grade/year.
- **The scales are sufficiently reliable from one year to the next.** This criterion typically is met when there are a sufficient number of items per subject/grade/year, and this will be monitored each subsequent year that the test is given.

These criteria are met by Texas's standardized assessments.

The current value-added implementation in Texas includes many assessments measuring Texas's standards (STAAR 3-8 and STAAR End-of-Course (STAAR EOC) assessments).

2.2 Assessment data used in Texas

The state tests are administered in the spring semester except for the STAAR EOC assessments, which are given in the fall and spring semesters depending on the district.

2.2.1 Tests given in Texas

SAS receives data from TEA for the following tests:

- STAAR mathematics and reading in grades three through eight.
- STAAR science in grades five and eight.
- STAAR social studies in grade eight.
- STAAR writing in grades four and seven.
- STAAR EOC assessments in Algebra I, English I, English II, biology, and U.S. History.

2.2.2 Student identification information

The following information is received by SAS from TEA:

- Student last name
- Student first name
- Student middle initial
- Student date of birth

- Student state ID number (Unique Student ID)

2.2.3 Assessment information provided

SAS obtains all assessment information from the files provided by TEA. These files provide the following information:

- Scale score
- Performance level
- Test taken
- Tested grade
- Tested semester
- District number
- School number
- Score code
- Test version

2.3 Student-level information

Student-level information is used in creating the web application to assist educators analyze the data to inform practice and assist all students with academic progress. SAS receives this information in the form of various socioeconomic, demographic, and programmatic identifiers provided by TEA. Currently, these categories are as follows:

- Gender (M,F)
- English Language Learner (Y,N)
- Economically Disadvantaged (Y,N)
- Special Education
- Race
 - American Indian or Alaskan Native
 - Asian
 - Black or African American
 - Hispanic/Latino
 - Native Hawaiian or Other Pacific Islander
 - White

2.4 Teacher-level information

A high level of reliability and accuracy is critical for using value-added scores for both improvement purposes and high stakes decision-making. Before teacher-level value-added scores are calculated, teachers in Texas are given the opportunity to complete roster verification to verify *linkages* between themselves and their students during the year. Roster verification captures different teaching scenarios where multiple teachers can share instruction. Verification makes teacher-level analyses much more reliable and accurate.

Roster verification is completed within the TxVAAS web application. Currently, in the pilot year, districts provide SAS with a file that contains the initial teacher-student linkage data, and educators and administrators will later modify and verify these linkages, and the final versions will be used in the TxVAAS teacher value-added reports and appear in the TxVAAS web application.

- Teacher-level identification

- Teacher name
- State teacher ID
- Student linking information
 - Student last name
 - Student first name
 - Student middle initial
 - Unique student ID
- Subjects and tests for all state STAAR tests
 - Semester included for EOC testing
- District and school information (numbers)

3 Value-added analyses

As outlined in the introduction, the conceptual explanation of value-added reporting is the following:

- Growth = current achievement/current results compared to all prior achievement/prior results, with achievement being measured by a quality assessment such as the STAAR.

In practice, growth must be measured using an approach that is sophisticated enough to accommodate many non-trivial issues associated with student testing data. Such issues include students with missing test scores, students with different entering achievement, and measurement error in the test. In Texas, SAS provides school- and teacher-level reports based on a **Univariate Response Model (URM)**. This approach offers the following advantages:

- The model includes all of each student's testing history without imputing any test scores.
- The model can accommodate students with missing test scores.
- The model can accommodate team teaching or other shared instructional practices.
- The model includes many years of data to minimize the influence of measurement error.
- The model can accommodate tests on different scales.

As a result of using all available test scores and including students, even if they have missing test scores, it is not necessary to make *direct* adjustments for students' background characteristics. In short, these adjustments are not necessary because each student serves as his or her own control. To the extent that socioeconomic/demographic influences persist over time, these influences are already represented in the student's data. As a 2004 study by The Education Trust stated, specifically with regards to the SAS EVAAS modeling:

“[I]f a student's family background, aptitude, motivation, or any other possible factor has resulted in low achievement and minimal learning growth in the past, all that is taken into account when the system calculates the teacher's contribution to student growth in the present.”

Source: Carey, K (Winter 2004). *The Real Value of Teachers: If Teachers Matter, Why Don't We Act Like It?* (The Education Trust: Washington DC).

In other words, while technically feasible, adjusting for student characteristics in sophisticated modeling approaches is typically not necessary from a statistical perspective; and the value-added reporting in Texas does not make any direct adjustments for students' socioeconomic/demographic characteristics. Through this approach, Texas avoids the problem of building a system that creates differential expectations for groups of students based on their backgrounds. More details about the URM is provided in the next section.

3.1 Univariate Response Model (URM)

The statistical model can also be classified as a linear mixed model and can be further described as an analysis of covariance (ANCOVA) model. The URM is a regression-based model, which measures the difference between students' predicted scores for a particular subject/year with their observed scores. The growth expectation is met when students with a school/teacher made the same amount of progress as students in the average school/teacher with the state for that same year/subject/grade.

The key advantages of the URM approach can be summarized as follows:

- It does not require students to have all predictors or the same set of predictors, so long as a student has at least three prior test scores in any subject/grade.

- It minimizes the influence of measurement error by using all prior data for an individual student. Analyzing all subjects simultaneously increases the precision of the estimates.
- It uses scores from multiple tests, even if they are on differing scales.
- It accommodates teaching scenarios where more than one teacher has responsibility for a student's learning in a specific subject/grade/year.

3.1.1 URM at the conceptual level

The URM is run for each individual year, subject, and grade (if relevant). Consider all students who took biology in a given year. Those students are connected to their prior testing history (across grades, subjects, and years), and the relationship between the observed biology scores with all prior test scores is examined. It is important to note that some prior test scores are going to have a greater relationship to the score in question than others. For instance, it is likely that prior science tests will have a greater relationship with biology than prior reading scores. However, the other scores do still have a statistical relationship.

Once that relationship has been defined, a predicted score can be calculated for each individual student based on his or her own prior testing history. With each predicted score based on a student's prior testing history, this information can be aggregated to the district, school, or teacher level. The predicted score can be thought of as the entering achievement of a student.

The measure of growth is a function of the difference between the observed (most recent) scaled scores and predicted scaled scores of students associated with each school or teacher. If students at a school typically outperform their individual growth expectation, then that school will likely have a larger value-added measure. Zero is defined as the average school or teacher in terms of the average progress, so that if every student obtained their predicted score, a school or teacher would likely receive a value-added measure close to zero. A negative or zero value does not mean "zero growth" since this is relative to what was observed in the state that year.

3.1.2 Technical description of the school and teacher models

The URM has similar models for schools and teachers with a slightly different model for teachers that allows multiple teachers to share instructional responsibility. The statistical details for the teacher model are outlined below. Please note that, even though TxVAAS is provided to a selected number of participating pilot districts, schools and teachers, the analysis is based on statewide student assessment scores.

In this model, the score to be predicted serves as the response variable (y), the dependent variable), the covariates (x 's, predictor variables, explanatory variables, independent variables) are scores on tests the student has already taken, and the categorical variable (class variable, factor) are the teacher(s) from whom the student received instruction in the subject/grade/year of the response variable (y). For the school model, the categorical variable would be the school. Algebraically, the model can be represented as follows for the i^{th} student when there is no team teaching.

$$y_i = \mu_y + \alpha_j + \beta_1(x_{i1} - \mu_1) + \beta_2(x_{i2} - \mu_2) + \dots + \epsilon_i \quad (1)$$

In the case of team teaching, the single α_j is replaced by multiple α 's, each multiplied by an appropriate weight that would sum to a value less than or equal to 1, which accounts for the split of instructional responsibility. For purposes of explaining the model, it will suffice to represent it as one teacher. The μ terms are means for the response and the predictor variables. α_j is the teacher effect for the j^{th}

teacher, the teacher who claimed responsibility for the i^{th} student. The β terms are regression coefficients. Predictions to the response variable are made by using this equation with estimates for the unknown parameters (μ 's, β 's, sometimes α_j). The parameter estimates (denoted with "hats," e.g., $\hat{\mu}$, $\hat{\beta}$) are obtained using all of the students that have an observed value for the specific response and have three predictor scores. The resulting prediction equation for the i^{th} student is as follows:

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \dots \quad (2)$$

Two difficulties must be addressed in order to implement the prediction model. First, not all students will have the same set of predictor variables due to missing test scores. Second, the estimated parameters are pooled-within-teacher estimates. The strategy for dealing with missing predictors is to estimate the joint covariance matrix (call it C) of the response and the predictors. Let C be partitioned into response (y) and predictor (x) partitions, that is:

$$C = \begin{bmatrix} c_{yy} & c_{yx} \\ c_{xy} & c_{xx} \end{bmatrix} \quad (3)$$

This matrix is estimated using an EM algorithm for estimating covariance matrices in the presence of missing data such as the one provided by the MI procedure in SAS/STAT® but modified to accommodate the nesting of students within teachers. Only students who had a test score for the response variable in the most recent year and who had at least three predictor variables are included in the estimation. Given such a matrix, the vector of estimated regression coefficients for the projection equation (2) can be obtained as:

$$\hat{\beta} = C_{xx}^{-1} c_{xy} \quad (4)$$

This allows one to use whichever predictors a particular student has to get that student's projected y -value (\hat{y}_i). Specifically, the C_{xx} matrix used to obtain the regression coefficients *for a particular student* is that subset of the overall C matrix that corresponds to the set of predictors for which this student has scores.

The prediction equation also requires estimated mean scores for the response and for each predictor (the $\hat{\mu}$ terms in the prediction equation). These are not simply the grand mean scores. It can be shown that in an ANCOVA, if one imposes the restriction that the estimated teacher effects should sum to zero (that is, the teacher effect for the "average teacher" is zero), then the appropriate means are the means of the teacher-level means. The teacher-level means are obtained from the EM algorithm, mentioned above, which takes into account missing data. The overall means ($\hat{\mu}$ terms) are then obtained as the simple average of the teacher-level means

Once the parameter estimates for the prediction equation have been obtained, predictions can be made for any student with any set of predictor values, so long as that student has a minimum of three prior test scores.

$$\hat{y}_i = \hat{\mu}_y + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \dots \quad (5)$$

The \hat{y}_i term is nothing more than a composite of all the student's past scores. It is a one-number summary of the student's level of achievement prior to the current year. The different prior test scores making up this composite are given different weights (by the regression coefficients, the $\hat{\beta}$'s) in order to maximize its correlation with the response variable. Thus a different composite would be used when the response variable is math than when it is reading, for example. Note that the $\hat{\alpha}_j$ term is not included in the equation. Again, this is because \hat{y}_i represents prior achievement, before the effect of the current

district, school, or teacher. To avoid bias due to measurement error in the predictors, composites are obtained only for students who have at least three prior test scores.

The second step in the URM is to estimate the teacher effects (α_j) using the following ANCOVA model:

$$y_i = \gamma_0 + \gamma_1 \hat{y}_i + \alpha_j + \epsilon_i \quad (6)$$

In the URM model, the effects (α_j) are considered to be random effects. Consequently the $\hat{\alpha}_j$'s are obtained by shrinkage estimation (empirical Bayes). The regression coefficients for the ANCOVA model are given by the γ 's.

3.1.3 Students included in the analysis

In order for a student's score to be used in the district or school level analysis for a particular subject/grade/year, the student must have at least three valid predictor scores that can be used in the analysis, all of which cannot be deemed outliers. These scores can be from any year, subject, and grade that are used in the analysis. It will include subjects other than the subject being predicted. The required three predictor scores are needed to sufficiently dampen the error of measurement in the tests to provide a reliable measure. If a student does not meet the three score minimum, then that student is excluded from the analyses. It is important to note that not all students have to have the same three prior test scores, they only have to have some subset of three that were used in the analysis.

As a brief clarification on excluding outlier scores, a student score could be excluded if it is considered an "outlier" in context with all of the other scores in a reference group of scores from an individual student. In other words, is the score "significantly different" from the other scores, as indicated by a statistical analysis that compares each score to the other scores? There are different business rules for the low outlier scores and the high outlier scores, and this approach is more conservative when removing a very high achieving score. In other words, a lower score would be considered an outlier before a higher score would be considered an outlier. More details are provided in [Section 8](#).

3.1.4 Minimum number of students for reporting

To receive a report, a school must have at least ten students in that year, subject and grade that have the required three prior test scores needed to obtain a predicted score in that year, subject and grade and have met all other requirements to be included.

To be included in the teacher-level value-added *analysis*, a teacher must have at least ten students meeting criteria for inclusion in that year, subject and grade that have the required three prior test scores needed to obtain a predicted score in that year, subject and grade.

Furthermore, in order to receive a teacher value-added *report* for a particular year, subject and grade, there are two additional requirements. First, a teacher must have at least six Full Year Equivalent (FYE) students in a specific subject/grade/year. The teacher's number of FYE students is based on the number of students linked to that teacher and the percentage of instructional time the teacher has for each student. For instance, if a teacher taught ten students for 50% of their instructional time, then the teacher's FYE number of students would be five and the teacher would not receive a teacher value-added report. If another teacher taught twelve students for 50% of their instructional time, then that teacher would have six FYE students and that teacher would receive a teacher value-added report. The instructional time attribution is obtained from the roster verification process.

4 Growth expectation

The simple definition of growth was described in the introduction as follows:

- Growth = current achievement/current results compared to all prior achievement/prior results; with achievement being measured by a quality assessment such as the STAAR tests

Typically, the “expected” growth is set at zero, such that *positive* effects are evidence that students made *more* than the expected progress and *negative* effects are evidence that students made *less* than the expected progress. More details are provided in the next section.

4.1 Intra-year approach

4.1.1 Description

- The concept can be considered as the average amount of progress seen across the state in a statewide implementation.
- The definition of the expectation is that students with a school or teacher made the same amount of progress as students with the average school or teacher in the state for that same year/subject/grade.
- With this approach, the value-added measures tend to be centered on the growth expectation every year, with approximately half of the school/teacher estimates above zero and approximately half of the district/school/teacher estimates below zero. This does not mean half would be in the positive and negative categories since many value-added measures are indistinguishable from the expectation when considering the statistical certainty around that measure. More is explained about this in [Section 5](#).

4.2 Defining the expectation of growth during an assessment change

During a change of assessments, the scales from one year to the next will be completely different from one another. This does not present any particular changes with the methodology because all predictors in this approach are already on different scales from the response variable, so the transition is no different from a scaling perspective. Of course, there will be a need for the predictors to be adequately related to the response variable of the new assessment, but that typically is not an issue.

5 Using standard errors to create levels of certainty and define effectiveness

In all value-added reporting, SAS includes the value-added estimate (growth measure) and its associated standard error. This section provides more information regarding standard error and how it is used to define effectiveness.

5.1 Using standard errors derived from the models

As described in the modeling approaches section, each model provides an estimate of growth for a district, school, or teacher in a particular subject/grade/year as well as that estimate's standard error. The standard error is a measure of the quantity and quality of student level data included in the estimate, such as the number of students and the occurrence of missing data for those students. Because measurement error is inherent in any growth or value-added model, *the standard error is a critical part of the reporting*. Taken together, the estimate and standard error provide the educators and policymakers with critical information regarding the certainty that students in a district, school, or classroom are making decidedly more or less than the expected progress. Taking the standard error into account is particularly important for reducing the risk of misclassification (for example, identifying a teacher as ineffective when he or she is truly effective) for high-stakes usage of value-added reporting.

Furthermore, because the URM model use robust statistical approaches as well as maximize the use of students' testing history, they can provide value-added estimates for relatively small numbers of students. This allows more teachers and schools to receive their own value-added estimates, which is particularly useful to rural communities or small schools. As described in [Section 3](#), there are minimum requirements of students per tested subject/grade/year depending on the model, which are relatively small.

The standard error also takes into account that, even among teachers with the same number of students, the teachers may have students with very different amounts of prior testing history. Due to this variation, the standard errors in a given subject/grade/year could vary significantly among teachers, depending on the available data that is associated with their students, and it is another important protection for districts, schools and teachers to incorporate standard errors into value-added reporting.

5.2 Defining effectiveness in terms of standard errors

Each value-added estimate has an associated standard error, which is a measure of uncertainty that depends on the quantity and quality of student data associated with that value-added estimate.

The standard error can help indicate whether a value-added estimate is significantly different from the growth standard. This growth standard is defined in different ways, but it is typically represented as zero on the growth scale and considered to be the *expected growth*. In the Texas reporting, the teacher-level value-added measures are placed in different categories based on the following:

- **Dark blue:** Significant evidence that the teacher's students exceeded the standard for Texas Academic Growth (the teacher's index is 2 or greater).
- **Light blue:** Moderate evidence that the teacher's students exceeded the standard for Texas Academic Growth (the teacher's index is equal to or greater than 1 but less than 2)
- **Green:** Evidence that the teacher's students met the standard for Texas Academic Growth (the teacher's index is equal to or greater than -1 but less than 1).
- **Yellow:** Moderate evidence that the teacher's students did not meet the standard for Texas Academic Growth (the teacher's index is equal to or greater than -2 but less than -1).

- **Red:** Significant evidence that the teacher's students did not meet the standard for Texas Academic Growth (the teacher's index is less than -2).

In the reporting, there is a need to display the values that are used to determine these categories. This value is typically referred to as the growth index and is simply the value-added measure divided by its standard error. **Since the expectation of growth is zero, this measures the certainty about the difference of a growth measure to zero.**

The distribution of these categories can vary by year/subject/grade. There are many reasons this is possible, but overall, it can be shown that there are more measurable differences in some subjects and grades compared to others.

5.3 Rounding and truncating rules

As described in the previous section, the effectiveness categories are based on the value of the growth index. As additional clarification, the calculation of the growth index uses unrounded values for the value-added measures and standard errors. After the growth index has been created but before the categories are determined, the index values are rounded or truncated by taking the maximum value of the rounded or truncated index value out to two decimal places. This provides the highest category given any type of rounding or truncating situation. For example, if the score was a 1.995, then rounding would provide a higher category. If the score was a -2.005, then truncating would provide a higher category. In practical terms, this only impacts a very small number of measures.

Also, when value-added measures are combined to form composites, as described in the next section, the rounding or truncating occurs *after* the final index is calculated for that combined measure.

6 Multi-year composite calculations

6.1 Overview of teacher level composites

This section describes how the policy decisions by the TEA are implemented in the calculation of evaluation composites for teachers and schools in the tested subjects and/or grades:

- A multi-year trend composite is calculated using all subjects and grades for up to three years.
- The composite for teachers weights each subject/grade/year equally.

The composite for teachers will include all STAAR assessments in grades five or higher, including EOC assessments. The following examples will be used to show how the up-to-three-year composite is calculated for a sample teacher.

6.1.1 Example: Available data for STAAR multi-year composite for a sample teacher across subjects

Year	Subject	Grade	Value-Added Measure	Standard Error	Index
2014	Science	8	15.20	7.00	2.17
2014	Math	7	3.50	1.50	2.33
2015	Reading	8	0.50	1.40	0.36
2015	Math	8	4.50	1.60	2.81
2016	Reading	8	-0.30	1.20	-0.25
2016	Math	8	3.80	1.50	2.53

6.2 Calculating the index

For the teacher in the above example, they have taught a mixture of subjects and grades from 2014 to 2016. All of these measures will be utilized in the overall up-to-three-year composite calculation. As explained in earlier sections, the model produces a value-added measure and standard error for each year/subject/grade possible for a teacher. These two values are used to see if there is statistical evidence that the value-added measure is different from the expectation of growth, which is zero.

The index is standardized (unit-less) or in terms of the standard errors away from zero. This makes it possible to combine across subjects and grades. This standardized statistic has a standard error of 1.

6.3 Combining the index values across

To calculate the overall composite that uses value-added information for up to three years, the first step is to average the index values. In the above example, this would look like the following:

$$Avg. Index = \frac{1}{6}(2.17 + 2.33 + 0.36 + 2.81 - 0.25 + 2.53) = 1.66 \quad (7)$$

Since each of the individual index values have a standard error of 1, there needs to be an additional correction to recalculate the overall average index to make it have a standard error of 1 or so that it is standardized like the original index values. This correction is simple, but to derive where it comes from, the standard error of an average index can be found using the following formula.

$$SE Avg. Index = \frac{1}{6}\sqrt{1^2 + 1^2 + 1^2 + 1^2 + 1^2 + 1^2} = \frac{\sqrt{6}}{6} = \frac{1}{\sqrt{6}} \quad (8)$$

To calculate the new index, the average of the index values would be divided by the new standard error of the average index. Therefore, to get the new index value, the average of the indexes is multiplied by square root of the number of measures that went into it.

$$Composite Index = \frac{1.66}{\left(1/\sqrt{6}\right)} = 1.66 \sqrt{6} = 4.07 \quad (9)$$

7 Projection Model

In addition to providing value-added modeling, TxVAAS provides a variety of additional services, including projected scores for individual students on tests the students have not yet taken. These tests include all assessments that are used in value-added in the state of Texas. These projections can be used to predict a student's future success (or lack of success) and may be used to guide counseling and intervention to increase students' likelihood of future success.

Currently, the following projections are available to educators in Texas:

- STAAR math and reading in grades five through eight;
- STAAR science in grades five and eight;
- STAAR social studies in grade eight;
- STAAR writing in grade seven;
- STAAR EOC in Algebra I, Algebra II, Biology I, English II and U.S. History;

The statistical model that is used as the basis for the projections is, in traditional terminology, an analysis of covariance (ANCOVA) model. This model is the same statistical model used in the URM methodology applied at the school level described in [Section 3.1.2](#). In this model, the score to be projected serves as the response variable (y), the covariates (x 's) are scores on tests the student has already taken, and the categorical variable is the school at which the student received instruction in the subject/grade/year of the response variable (y). Algebraically, the model can be represented as follows for the i^{th} student.

$$y_i = \mu_y + \alpha_j + \beta_1(x_{i1} - \mu_1) + \beta_2(x_{i2} - \mu_2) + \dots + \epsilon_i \quad (10)$$

The μ terms are means for the response and the predictor variables. α_j is the school effect for the j^{th} school, the school attended by the i^{th} student. The β terms are regression coefficients. Projections to the future are made by using this equation with estimates for the unknown parameters (μ 's, β 's, sometimes α_j). The parameter estimates (denoted with "hats," e.g., $\hat{\mu}$, $\hat{\beta}$) are obtained using the most current data for which response values are available. The resulting projection equation for the i^{th} student is:

$$\hat{y}_i = \hat{\mu}_y \pm \hat{\alpha}_j + \hat{\beta}_1(x_{i1} - \hat{\mu}_1) + \hat{\beta}_2(x_{i2} - \hat{\mu}_2) + \dots + \epsilon_i \quad (11)$$

The reason for the ' \pm ' before the $\hat{\alpha}_j$ term is that, since the projection is to a future time, the school that the student will attend is unknown, so this term is usually omitted from the projections. This is equivalent to setting $\hat{\alpha}_j$ to zero, that is, to assuming the student encounters the "average schooling experience" in the future. In some instances, a state or district may prefer to provide a list of feeder patterns from which it is possible to determine the most likely school that a student will attend at some projected future date. In this case, the $\hat{\alpha}_j$ term can be included in the projection.

Two difficulties must be addressed in order to implement the projections. First, not all students will have the same set of predictor variables due to missing test scores. Second, because of the school effect in the model, the regression coefficients must be "pooled-within-school" regression coefficients. The strategy for dealing with these difficulties is exactly the same as described in [Section 3.1.2](#) using equations (3) and (4) and will not be repeated here.

Once the parameter estimates for the projection equation have been obtained, projections can be made for any student with any set of predictor values. However, to protect against bias due to measurement error in the predictors, projections are made only for students who have at least three available

predictor scores. In addition to the projected score itself, the standard error of the projection is calculated ($SE(\hat{y}_i)$). Given a projected score and its standard error, it is possible to calculate the probability that a student will reach some specified benchmark of interest (b). Examples are the probability of scoring at the proficient (or advanced) level on a future end-of-grade test, or the probability of scoring sufficiently well on a college entrance exam to gain admittance into a desired program. The probability is calculated as the area above the benchmark cutoff score using a normal distribution with its mean equal to the projected score and its standard deviation equal to the standard error of the projected score as described below. Φ represents the standard normal cumulative distribution function.

$$Prob(\hat{y}_i \geq b) = \Phi\left(\frac{\hat{y}_i - b}{SE(\hat{y}_i)}\right) \quad (12)$$

8 Data quality and pre-analytic data processing

This section provides an overview of the steps taken to ensure sufficient data quality and processing for reliable value-added analysis.

8.1 Data quality

Data are provided each year to SAS consisting of student test data and file formats. These data are checked each year to be incorporated into a longitudinal database that links students over time. Student test data and demographic data are checked for consistency year to year to assure that the appropriate data are assigned to each student. Student records are matched over time using all data provided by the state. Teacher records are matched over time using the state teacher ID and teacher's name.

8.2 Checks of scaled score distributions

The statewide distribution of scale scores is examined each year to determine if they are appropriate to use in a longitudinally linked analysis. Scales must meet the three requirements listed in [Section 2.1](#) and described again below to be used in all types of analysis done within TxVAAS. Stretch and reliability are checked every year using the statewide distribution of scale scores that is sent each year before the full test data is given.

8.2.1 Stretch

Stretch indicates whether the scaling of the test permits student growth to be measured for either very low- or very high-achieving students. A test "ceiling" or "floor" inhibits the ability to assess growth for students who would have otherwise scored higher or lower than the test allowed. There must be enough test scores at the high or low end of achievement for measurable differences to be observed. Stretch can be determined by the percentage of students who score near the minimum or the maximum level for each assessment. If a large percentage of students scored at the maximum in one grade compared to the prior grade, then it may seem that these students had negative growth at the very top of the scale. However, this is likely due to the artificial ceiling of the assessment. Percentages for all of the STAAR EOG and EOC assessments are well below acceptable values, meaning that the state tests have adequate stretch to measure value-added even in situations where the group of students are very high or low achieving.

8.2.2 Relevance

Relevance indicates whether the test has sufficient alignment with the state standards. The requirement that tested material will correlate with standards if the assessments are designed to assess what students are expected to know and be able to do at each grade level.

8.2.3 Reliability

Reliability can be viewed in a few different ways for assessments. Psychometricians view reliability as the idea that student would receive similar scores if they took the assessment multiple times. Reliability also refers to the assessment's scales across years. Both of these types of reliability are important when measuring growth. The first type of reliability is important for most any use of standardized assessments. The second type of reliability is very important when a base year is used to set the expectation of growth since this approach assumes that scale scores mean the same thing in a given subject and grade across years.

8.3 Data quality business rules

The pre-analytic processing regarding student test scores is detailed below.

8.3.1 Missing grade levels

In Texas, the grade level that is used in the analyses and reporting is the tested grade, not the enrolled grade. If a grade level is missing on any STAAR grade-level tests, then these records will be excluded from all analyses. The grade is required to include a student's score into the appropriate part of the models.

8.3.2 Duplicate (same) scores

If a student has a duplicate score for a particular subject and tested grade in a given testing period in a given school, then extra scores will be excluded from the analysis and reporting.

8.3.3 Students with missing districts or schools for some scores but not others

If a student has a score with a missing district or school for a particular subject and grade in a given testing period, then the duplicate score that has a district and/or school will be included over the score that has the missing data.

8.3.4 Students with multiple (different) scores in the same testing administration

If a student has multiple scores in the same period for a particular subject and grade and the test scores are not the same, then those scores will be excluded from the analysis. If duplicate scores for a particular subject and tested grade in a given testing period are at different schools, then both of these scores will be excluded from the analysis.

8.3.5 Students with multiple grade levels in the same subject in the same year

A student should not have different tested grade levels in the same subject in the same year. If that is the case, then the student's records are checked to see if the data for two separate students were inadvertently combined. If this is the case, then the student data are adjusted so that each unique student is associated with only the appropriate scores. If the scores appear to all be associated with a single unique student, then scores that appear inconsistent are excluded from the analysis.

8.3.6 Students with records that have unexpected grade level changes

If a student skips more than one grade level (e.g., moves from sixth in 2009 to ninth in 2010) or is moved back by one grade or more (i.e. moves from fourth in 2009 to third in 2010) in the same subject, then the student's records are examined to determine whether two separate students were inadvertently combined. If this is the case, then the student data is adjusted so that each unique student is associated with only the appropriate scores.

8.3.7 Students with records at multiple schools in the same test period

If a student is tested at two different schools in a given testing period, then the student's records are examined to determine whether two separate students were inadvertently combined. If this is the case, then the student data is adjusted so that each unique student is associated with only the appropriate scores. In Texas, it can happen that a student is accelerated in a subject and does test at two different schools.

8.3.8 Outliers

8.3.8.1 Conceptual Explanation

Student assessment scores are checked each year to determine if any scores are “outliers” in context with all of the other scores in a reference group of scores from an individual student. This is one of the protections in place with TxVAAS analyses and reporting. This is actually a conservative process by which scores are statistically examined to determine if a score is considered an outlier. In other words is the score “significantly different” from the other scores, as indicated by a statistical analysis that compares each score to the other scores? There are different business rules for the low outlier scores and the high outlier scores, and this approach is more conservative when removing a very high achieving score. In other words, a lower score would be considered an outlier before a higher score would be considered an outlier. Again, this is a protection with TxVAAS.

8.3.8.2 Technical Explanation

Student assessment scores are checked each year to determine if they are outliers in context with all of the other scores in a reference group of scores from the individual student. These reference scores are weighted differently depending on proximity in time to the score in question. Scores are checked for outliers using related subjects as the reference group. For example, when searching for outliers for math test scores, all math subjects (STAAR 3-8 and EOC assessments) are examined simultaneously, and any scores that appear inconsistent, given the other scores for the student, are flagged. Scores are flagged in a conservative way to avoid excluding any student scores that should not be excluded. Scores can be flagged as either high or low outliers. Once an outlier is discovered, that outlier will not be used in the analysis, but it will be displayed on the student testing history on TxVAAS web application.

This process is part of a data quality procedure to ensure no scores are used if they were in fact errors in the data, and the approach for flagging a student score as an outlier is fairly conservative.

Considerations included in outlier detection are:

- Is the score in the tails of the distribution of scores? Is the score very high or low achieving?
- Is the score “significantly different” from the other scores, as indicated by a statistical analysis that compares each score to the other scores?
- Is the score also “practically different” from the other scores? Statistical significance can sometimes be associated with numerical differences that are too small to be meaningful.
- Are there enough scores to make a meaningful decision?

To decide if student scores are considered outliers, all student scores are first converted into a standardized normal z-score. Then each individual score is compared to the weighted combination of all the reference scores described above. The difference of these two scores will provide a t-value of each comparison. Using this t-value, SAS can flag individual scores as outliers.

There are different business rules for the low outliers and the high outliers, and this approach is more conservative when removing a very high achieving score.

For low-end outliers, the rules are:

- The percentile of the score must be below 50.
- The t-value must be below -3.5 when looking at the difference between the score in question and the reference group of scores.

- The percentile of the comparison score must be above a certain value. This value depends on the position of the individual score in question but will range from 10 to 90 with the ranges of the individual percentile score.

For high-end outliers, the rules are:

- The percentile of the score must be above 50.
- The t-value must be above 4.5.
- The percentile of the comparison score must be below a certain value.
- There must be at least 3 scores in the comparison score average.

Attachment 8e

Texas Student Learning Objectives Handbook



This document is designed to present an overview of the Student Learning Objectives (SLOs) process. The goal is to outline the general processes for districts considering participation in the SLO pilot in 2015-2016. More detailed information will be made available to those districts who elect to participate.

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Vision Statement

The Student Learning Objective (SLO) model in Texas provides a framework for continuous dialogue between students, teachers and principals to support teacher development and student growth throughout the year.

Guiding Principles

- **Support Growth and Development:** Provide a meaningful framework to support student growth and teacher development.
- **Support Local Autonomy:** Provide flexibility for districts, campuses, and classrooms to adapt as needed.

Design Attributes

- **Instructionally Valuable:** Support educators to make responsive instructional decisions throughout the year.
- **Standards-Aligned:** Address academic standards that are critical to student learning.
- **Equitable:** Meet the unique needs of all students and teachers.
- **Transparent:** Be clear, concise and easily understood.
- **Manageable:** Be easily incorporated into and enhance existing methods for measuring student learning.

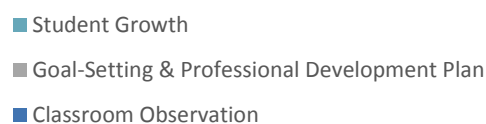
Overview

The Texas Teacher Evaluation and Support System

The Texas Teacher Evaluation and Support System (T-TESS) was created by an educator steering committee comprised of teachers, principals, and representatives from higher education and educator organizations with a goal to support teachers in Texas with ongoing feedback and development to continually improve teacher practice.

The goal of T-TESS is to be a formative system, providing a framework for ongoing conversation and feedback to support teachers and students. In order to provide holistic support for teachers, T-TESS is comprised of three measures of teacher effectiveness. The three measures are:

- Classroom Observation (70%)
- Goal-Setting & Professional Development Plan (10%), and
- Student Growth (20%)



This handbook will focus on one type of model that can be used for measuring Student Growth (20%) as part of T-TESS, Student Learning Objectives (SLOs). This handbook will not focus on Classroom Observation (70%) or the Goal-Setting & Professional Development Plan (10%). For more information on these components of T-TESS, please visit the Teach for Texas Portal at <https://teachfortexas.org> and click on Document Library > View Documents.

What are Student Learning Objectives?

Excellent teachers regularly set learning goals for their students and use a variety of data sources to monitor progress towards these goals throughout the year. The Student Learning Objective process aims to capture this best practice.

Student Learning Objectives, or SLOs, are student growth goals set by teachers to help them plan instruction and drive student learning throughout the year. Setting learning goals and measuring student progress allows educators to better understand their students' strengths and how best to support student growth. These goals help teachers define what success looks like for their students and plan backwards to ensure that instruction is purposefully guiding teachers and schools toward a common vision of success.

Why use Student Learning Objectives as a Measure of Student Growth?

SLOs drive both teacher practice and student learning by strengthening instruction. The use of SLOs has been associated with improved student outcomes on standardized assessments. Teachers crafting SLOs report improved understanding of how to use data to determine student needs and to measure progress toward goals. SLOs encourage collaboration among teaching peers as well as between teachers

and their appraisers. And, SLOs encourage the adoption of a long term vision for student learning and contribute to more meaningful discussions about vertical planning.

For teachers, SLOs are often seen as a growth measure that encourages consistency and collaboration – with all teachers being able to craft and implement SLOs. SLOs work in tandem with classroom observations to more accurately understand learning and teachers’ contributions to that learning. They enable teachers, in collaboration with their appraisers, to assess their strengths and weaknesses, such as analyzing data or linking instruction to standards. Those insights then allow for specifically tailored professional development to meet those needs, improve instruction, and, ultimately, bolster learning.

Using this SLO Handbook

The purpose of this Student Learning Objective Handbook is to provide implementation guidance for Texas districts, schools, and teachers. This guidance is not designed as a stand-alone resource for SLO implementation but should accompany training on the SLO process and support throughout the year.

The Student Learning Objective (SLO) model is one method of identifying student growth as part of the Texas Teacher Evaluation and Support System (T-TESS). The design of this SLO model was driven by the Texas Student Learning Objective Advisory Committee, comprised of classroom teachers, principals, central office administrators, and Educational Service Center staff. The Texas Education Agency’s goal is to assist districts in developing or adopting a model that continually supports teacher development and is instructionally valuable for teachers and students.


Areas of Flexibility:



There are a number of areas within the handbook where districts, and occasionally schools, have an opportunity to customize aspects of the SLO process and establish guidelines to meet local needs.

*These areas of flexibility are noted by the light bulb icon and will include a set of factors for districts to consider. Districts will see **highlighted text** that can be modified and customized accordingly prior to distribution to schools and teachers.*

Note that some elements in the SLO process are intended to be implemented consistently with the Texas model. Please assume this is the case if the description is not highlighted.

Once districts have had a chance to customize the text, it is recommended that districts delete the text box by selecting the  box in the top left corner to highlight the entire box, right click on the mouse and select "Delete Table".

The Texas Student Learning Objective Process

Process Overview and Planning Considerations

The Student Learning Objective process should be used throughout the school year to help teachers plan backward from an end vision for student success. This process helps encourage regular conversations and collaboration between teachers, students and appraisers in order to ensure that instruction facilitates students' progress toward growth goals.



The SLO process represents a continuous cycle of improvement embodied in strong teaching practice. Teachers and their appraisers will use SLOs to design strategies to meet their goals for student success, beginning with planning and leading to thoughtful instructional design and delivery. Throughout the year, teachers will collect evidence of student learning and adjust instruction accordingly. At the end of the cycle, teachers will reflect on outcomes and prepare for next cycle of growth and improvement.

For ease of understanding, we have grouped the SLO process into three key phases to define the sequence of actions to be taken.



Phase 1: Creating a Student Learning Objective

The first phase focuses on purposeful planning of instruction. At the beginning of the course, teachers work with each other, their appraisers and other support staff to identify student needs, draft their SLO, create an instructional plan, and identify student starting points. During this phase, teachers will develop and articulate a clear vision of success and strategies to be used to achieve their goal.

Phase 2: Monitoring Progress to Drive Instruction

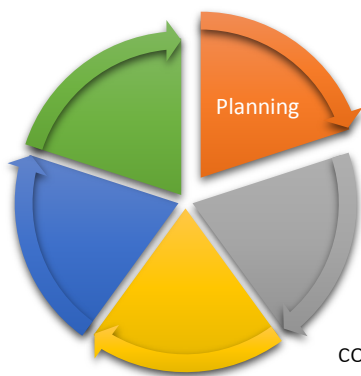
After the Student Learning Objective is completed and approved by the appraiser, teachers will work with each other and their appraiser, engaging in ongoing dialogue about progress toward goals. These discussions will also be opportunities for teachers to receive feedback and support, and to develop strategies to adjust instruction based on progress monitoring findings. SLO processes will be integrated into existing support frameworks at each school improving efficiency in implementation.

Phase 3: Evaluating Success and Reflection

This last phase takes place at the end of the course and includes a conversation between the teacher and his or her appraiser regarding students' overall progress throughout the year. This conversation results in an overall student growth score based holistically on the amount of growth students have achieved

throughout the course. The final conversation is designed to help teachers and appraisers reflect on student progress and teacher practice throughout the course in order to prepare for the following year.

Phase 1: Creating a Student Learning Objective



Phase 1 will occur over the first 1-2 months of school for yearlong courses, or in the first 3-4 weeks for semester courses. During Phase 1, teachers will work with other teachers and with their appraiser to develop Student Learning Objective(s) for one or more selected courses.

Teachers will start by reviewing the [Form A: Student Learning Objective](#) at the beginning of the year. Then, following the guidance below, teachers will spend time gathering resources and information to complete Steps 1 through 7.

Step 1: Identify areas for growth/improvement in student learning

- SLOs should be designed to address key areas of student growth or improvement, focusing on skills that are pivotal to the current course as well as for subsequent coursework.
- *Districts should decide how teachers will be guided in the identification of the SLO focus:*
 - One option would be to integrate SLOs with goals identified in School Improvement Plans and District Strategic Plans. These plans could provide teachers with a general area of focus to guide their data review for their current students. For example, a district may have included improvement of reading comprehension skills in the strategic plan. At the school-level, grade level teams might begin with that concept and review assessment results to determine what specific skills are difficult for their children.
 - Curriculum and Instruction personnel may be engaged to provide general guidance regarding appropriate content of focus for SLOs. For example, a Social Studies content specialist might suggest the use of document-based questions for middle school Social Studies teachers.
 - Or, districts could elect to have teachers and their colleagues determine areas of student need. This could be established through a review of data available from state and local assessments as well as trend data.
- Regardless of the approach taken, teachers will review data for their students, disaggregating assessment results by TEKS or the elements of the local curriculum. This process will guide teachers to identify the skills where student performance is the weakest, with the most room for growth and improvement, and will provide a basis for writing the standards-aligned goal in Step 3.

- For this section of the SLO, teachers will summarize in [Form A – Step 1](#):
 - The data which was reviewed or guidance followed in the selection of the learning content.
 - The content they will address in the SLO.



Phase 1 – Step 1: Identifying Areas of Student Growth and Improvement Flexibility: It is recommended that districts clarify preferred strategies for identifying areas for student growth and improvement. These could include alignment with Strategic Plans, School Improvement Plans, guidance from content specialists, or teacher analysis of existing data.

Step 2: Identify targeted course (grade/subject) and targeted population

- Each teacher will develop one Student Learning Objective per course selected.
- *Districts should decide how many courses must be covered by this process* for teachers who teach multiple courses.
 - As a rule of thumb, we recommend that district guidelines indicate that teachers should address more than half of their assigned students in their SLO(s). This could mean that a teacher will develop more than one SLO. One strategy could be to have each teacher identify the course with the largest enrollment for inclusion in his or her first SLO.
 - *If other sections of the same course are taught, the teacher could include all students from all sections in the SLO or the district could elect to allow teachers to stop adding students once 50% of enrollment is included.*
 - *If different courses are taught, teachers could begin with their largest class and add SLOs for other courses to reach 50% of student enrollment in their SLO.*
 - Using these guidelines, most teachers will be able to complete one or two SLOs. To safeguard against being overly burdensome for teachers of multiple courses, districts may wish to set a maximum number of SLOs at two or three during any learning year.
- Each course covered must have its own Student Learning Objective. Each teacher will record the selected course, grade, and subject in [Form A – Step 2](#).
- The targeted population refers to the specific students covered within the Student Learning Objective. While the SLO is specific to one course, the target population may refer to different groups of students within that course.
- Each teacher will record the selected target population of students in [Form A – Step 2](#).
 - *Examples of targeted populations for a given course include:*
 - *One class of students (Ms. Smith's 4th period Biology class)*
 - *Several classes of students (Ms. Smith's 4th-8th period Biology classes)*

- *Several classes of students across multiple teachers (students in all 9th grade Biology classes). (Note: selecting this target population indicates a shared accountability approach to goal-setting across teachers of the same course.)*

- Teachers should provide a general description of the students selected to demonstrate their knowledge of students. This description also provides evidence in support of Dimension 1.3 (Knowledge of Students) of the T-TESS rubric.

Phase 1 – Step 2: Teachers of Multiple Grades/Subjects Flexibility:

It is recommended that teachers focus on completing this process for 1-2 courses during the first year of implementation, even if this doesn't cover 50% of a teacher's students. Districts may choose to adjust this number or scale it up over time.



Phase 1 – Step 2: Targeted Population Flexibility:

Districts may develop local policy decisions to provide all of the options above for teachers or provide more specific guidance on types of acceptable target populations. At a minimum, one full class of students should be targeted for the SLO process.

Step 3: Write Standards-Aligned SLO Statement

- Teachers will review the appropriate [TEKS](#) or locally adopted curriculum for the course selected in Step 2.
 - From these TEKS and locally developed curriculum, teachers will select 1-2 critical skills to focus on for the SLO and use TEKS or curriculum language to draft an SLO Statement (further directions below).
- It is suggested that teachers work together in teams to discuss and develop their SLOs.
- Each teacher will record their SLO in [Form A – Step 3](#).

Writing the SLO Statement

The SLO should answer the essential question, “*What does a student need to know or be able to do in order to demonstrate his or her understanding of the essential content of the course?*”

The SLO should be *skill-based*, rather than focus on a particular piece of content. For example, an SLO could focus on the application of critical thinking in a given content area. It is important that an SLO is broad enough that it can be integrated throughout a course and can be applied to the majority of the content throughout the school year. However, the SLO must be measurable via collection and analysis of student work throughout the course.

To write an SLO Statement, teachers will review the TEKS or the local curriculum for the grade/subject. Each TEKS have the following components:

- Introduction Section: Provides an overview of the standards including content and skills most critical to learning in the course. This is typically found at the top of the TEKS for the course.
- Knowledge and Skills Statements: Statements outlining essential skills and content of the course. These are marked with numbers throughout the TEKS. For some courses, skill-based Knowledge and Skills statements are concentrated towards the end of the TEKS.
- Student Expectations: Expectations for student learning within a given Knowledge and Skill statement. These are typically found under the Knowledge and Skill statement and are marked with letters.

The SLO Statement is a skill-based goal derived directly from the language of the TEKS and the local curriculum. To write an SLO Statement, a teacher may choose one of two approaches:

1. Use a combination of Knowledge and Skill statements:

Sample 1: SLO Statement Summary of Several TEKS Statements	
CTE: Principles of Architecture (see TEKS here)	Excerpt from §130.42. Principles of Architecture and Construction (c) Knowledge and skills. (5) The student writes clear and effective English to prepare information. (6) The student uses industry-specific verbal and visual skills to accomplish effective communications. (7) The student listens attentively and speaks clearly to convey information correctly. (8) The student listens to and speaks with a variety of individuals to enhance communications skills. (10) The student identifies the relationship between available resources and requirements of a problem to accomplish realistic planning. (11) The student evaluates and adjusts plans and schedules to respond to unexpected events and conditions.
SLO Statement	Problem-solving and Communication: Students will use both written and verbal communication to design and clearly articulate a project plan.

2. Use key action verbs found in the Introduction to the TEKS or the local curriculum:

Sample 2: SLO Statement Using Key Words from TEKS Introduction	
Social Studies: Grade 8 (see TEKS here)	Excerpt from §113.20. Social Studies, Grade 8, Beginning with School Year 2011-2012. (29) Social studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.

	(30) Social studies skills. The student communicates in written, oral, and visual forms.
SLO Statement	Critical Thinking: Students will use primary and secondary sources of evidence to evaluate the purpose and impact of historical events in the U.S. in both written and oral form.

- In addition to the SLO Statement, teachers will provide a rationale for the focus of the SLO. Teachers will base their responses on the data review or guidance received from the district as well as their curriculum and student knowledge.
- The key question is: Why are these skills essential to address in this course? See [Form A, Step 3](#).

Step 4: Create the SLO Skill Profile

- Teachers will complete the SLO Skill Profile to answer the question of what students should be able to do at various levels leading up to and exceeding mastery of the particular skill(s).
- The SLO Skill Profile will help teachers assess students' starting points and monitor their growth throughout the year.
- It is suggested that teachers work in teams to discuss their SLO Skill Profile. Teachers with the same SLO may also utilize the same SLO Skill Profile. In this situation, teachers should write the SLO Skill Profile together.
- Each teacher will record the completed SLO Skill Profile in [Form A – Step 4](#).

Creating an SLO Skill Profile

- In this step, teachers are encouraged to think critically about what SLO skill demonstration looks like across performance levels. The Student Expectations listed in the TEKS may be helpful in the creation of the SLO Skill Profile, but teachers are not limited by this language.
- It is recommended that teachers start by defining Level 1 (No Familiarity) then Level 4 (Proficient) before defining the remaining levels.
- Teachers may consider sharing the SLO Skill Profile (or an adapted version) with students as a way to frame discussions of student progress throughout the year.

Sample SLO Skill Profile: Science Grade 4	
SLO Statement	<i>Investigation and Reasoning:</i> Students will use critical thinking and scientific problem solving to make informed decisions.
Level 5: Exceeds	<i>Student uses critical thinking to analyze, evaluate and critique scientific explanations by using logical reasoning and experimental and observational testing in all areas of science; and Student is able to examine all sides of scientific evidence and communicate findings in writing, orally, through demonstrations and by creating models.</i>
Level 4: Proficient	<i>Student uses critical thinking to analyze, evaluate and critique scientific explanations by using logical reasoning and experimental and observational testing in all areas of science including the history of science.</i>
Level 3: Emerging	<i>Student is able to analyze and provide explanations in some areas of science by using logical reasoning or by conducting experimental or observational testing.</i>

Level 2: Novice	<i>Student uses scientific inquiry methods to investigate the natural world in the laboratory and in outdoor environments.</i>
Level 1: No Familiarity	<i>Student is unable to select and use tools, materials and questions to appropriately investigate the natural world.</i>

Please see [Appendix B: Sample SLO Skill Profile](#) for an additional example.

Step 5: Identify Student Starting Level

- Because the SLO process is designed to measure growth, it is important to identify where students begin with the given skill(s) identified in the SLO.
- Teachers will use the SLO Skill Profile they created in Step 4, along with multiple sources of evidence, to help identify students' starting points.
- Teachers should spend time collaborating with their peers, appraisers, and other instructional support teams to determine the sources of evidence to use in order to determine students' starting level on the SLO Skill Profile. Below is a list of suggested sources of evidence to consider. This list is not meant to be exhaustive but provides a general framework for the type of data that could be reviewed.
 - *Student assessment data from previous year that is related to the course*
 - *Grades from previous, related courses*
 - *Grades from previous courses with similar skill requirements*
 - *Written assignments completed during the first few weeks of the course*
 - *Performance tasks assigned during the first few weeks of the course*
 - *Student Journals*
 - *Student Portfolios*
 - *Pre-tests/Diagnostic tests (where readily available)*
- Teachers will document the sources of evidence they decide to use in [Form A – Step 5](#).
- Teachers will document individual student performance levels in [Form B: Student Growth Tracker](#).

Note: It is recommended that this step not be completed until 4-6 weeks after the start of the school year at the earliest for full year courses (3-4 weeks for semester courses). This will allow teachers appropriate time to collect evidence of student performance in the beginning of the course if past performance data is not readily available.



Phase 1 – Step 5: Sources of Evidence Flexibility:

Districts or schools may adapt or customize the suggested sources of evidence to consider for this step. It is recommended that teachers use multiple sources of evidence to triangulate students' skill level.

Step 6: Instructional Plan

- Teachers will work individually or in teams to identify instructional strategies and content used to teach skills identified in the SLO throughout the course. Some questions to consider when planning for instruction include:
 - When will I teach this skill throughout the course (during which content units, if applicable)?
 - How will I teach this skill (what strategies will I use)? How will I specifically differentiate my instruction for students at different levels?
 - Based on this plan, what do I expect students at different starting points to be able to know/do at checkpoints throughout the year?
 - What evidence will I use to know if students at different levels are growing (i.e. progressing towards mastery)?
- Teachers will document instructional planning strategies in [Form A – Step 6](#).
- Teachers can include existing plans (long-term instructional plan, lesson plans, unit plans, or other plans they have developed) with the Student Learning Objective if this serves to enhance or illustrate their SLO instructional plan but they should include a description of the existing plan in this step.

Step 7: Student Learning Objective Review and Approval

- After the first 6 steps are completed, teachers will meet with their appraiser to review the completed Student Learning Objective with the components listed above.
- Before the meeting, teachers should:
 - Complete the Student Learning Objective (Steps 1-6).
 - Submit the Student Learning Objective along with any supplementary materials to the appraiser *at least five days prior to meeting*.
- Before the meeting, the appraiser should:
 - Review submitted Student Learning Objective prior to meeting date.
 - Identify any questions about the Student Learning Objective or areas that may need further information.
- During the meeting:
 - Teachers and their appraiser should review the Student Learning Objective along with any supplementary materials.
 - If necessary, the appraiser will provide guidance and input to support the Student Learning Objective.
 - If necessary, the teacher will make edits and adjustments to the Student Learning Objective based on guidance and input from their appraiser.

- Teachers and appraisers should also review [Form D – SLO Scoring Rubric](#) to set aligned expectations for student performance throughout the school year. This SLO Scoring Rubric will be used at the end of course for final rating (see [Phase 3 – Step 2](#) for additional details).
 - The SLO Scoring Rubric will be developed according to [district guidelines](#).
 - This meeting will be an opportunity for the appraiser to clarify expectations for teacher and student performance and will provide a clear standard for performance.
- Once the teacher and appraiser are satisfied with the Student Learning Objective, the supplementary materials and the SLO Scoring Rubric, both parties will sign [Form A – Step 7](#).

Phase 1 – Step 7: Timeline/Deadline Flexibility:

Districts should develop local policy establishing timelines/deadlines that allow this process to be manageable for appraisers. Keep in mind that during initial implementation, deadlines may need to be flexible to accommodate learning of the SLO process.



Phase 1 – Step 7: SLO Scoring Rubric Flexibility:

Districts should develop local policy establishing parameters for setting the levels of performance in the SLO Scoring Rubric. Districts can elect to set a common rubric for all schools and teachers or may allow an individual school to craft the rubric for their location. It is recommended that, as much as possible, districts develop a common rubric but if site-based development is allowed, the rubric should be used consistently within the school.

Phase 2: Monitoring Progress to Drive Instruction

Phase 1 | Creating a Student Learning Objective

Phase 2 | Monitoring Progress to Drive Instruction

Phase 3 | Evaluating Success and Reflection



Phase 2 is designed to last throughout the majority of a course and aligns with best practices in teaching as captured throughout the T-TESS observation rubric, principally within the three dimensions “Standards and Alignment (1.1),” “Data and Assessment (1.2),” and “Monitor and Adjust (2.5).”

During Phase 2, teachers continuously engage in a cycle that includes planning, instruction, evidence collection, analysis, and reflection in order to further student learning.

Progress Discussions

Teachers should plan regular reflection and discussions with their colleagues regarding student progress towards their SLO, *minimally 1-2 times* during the year. Progress discussions provide teachers a chance to discuss progress towards goals with their colleagues and plan for future instruction. Ideally, discussions include teachers who teach the same grade and/or subject, although where appropriate, this may include teachers across grades and subjects.

These check-ins should be planned around *existing* team meetings, one-on-ones, and other pre-scheduled meetings, whenever possible. Teachers should schedule discussions when they feel it would be most beneficial. It is suggested that there be at least one progress discussion prior to the appraiser midpoint discussion and when possible, one before the appraiser end-of-year discussion.

Prior to progress discussions, teachers will assess student progress on the SLO Skill Profile. Teachers will examine any evidence of student work that indicates growth on the particular skills assessed in the SLO. Similar to the beginning of the year, multiple sources of evidence should be included to triangulate student progress. Before the check-ins, teachers should assess individual student progress on the SLO Skill Profile and record findings on the [Student Growth Tracker \(Form B\)](#). These data will allow for more meaningful discussion grounded in the data.

In addition, teachers should consider the following self-reflection questions prior to the check-ins:

- What instructional strategies have been particularly successful in helping students progress on this skill?
- Which particular students (or groups of students) have made the most progress? Which have made the least? Why might this be the case?

- Where could I use additional support or ideas from my colleagues?

During progress discussions, teachers will spend time discussing their progress towards SLOs, sharing successful instructional strategies, and helping each other plan for the future. Teachers may use the optional [Form C: Progress Discussion Notes](#) to keep track of discussions and meeting notes.

Colleagues should be prepared to engage in the dialogue and provide insights and feedback. The following guiding questions may provide a frame for those discussions:

- What progress has been made?
- How do you know? (What are your sources of evidence?)
- What strategies have you been implementing that are working?
- What strategies are not working?
- What are your biggest obstacles/challenges?
- What changes (if any) will you make moving forward? How will you know if they have been successful?

Midpoint Discussion with Appraiser

The required midpoint discussion provides teachers with the opportunity to review the progress students have made with their appraiser and receive feedback and support prior to the end of the year discussion. These meetings should be designed to coincide with other planned one-on-one conversations, post-observation conferences, or other informal discussions. Where teacher teams have similar or the same SLO, appraisers may consider joining existing team meetings to discuss progress with the full group, rather than holding individual discussions.

Teachers should prepare for this discussion in the same way they prepare for discussions with their colleagues – by gathering evidence of student progress, assessing progress on the SLO Skill Profile, and recording progress on the Student Growth Tracker. Similar self-reflection questions may be helpful in preparing for the discussion.

Where teachers are struggling to see student progress, the appraiser may provide any number of follow-up supports to help the teacher (*e.g.*, brainstorming additional instructional strategies, creating time/opportunities for teachers to shadow or mentor one another, providing targeted coaching, finding applicable professional development opportunities, etc.). Teachers may use the optional [Form C: Progress Discussion Notes](#) to keep track of the discussion and meeting notes.



Phase 2 – Number of Check-ins Flexibility:

Districts will need to make local policy decisions regarding the number and timing of progress discussions teachers will schedule with their peers. The frequency of these meetings will depend on existing structures within the district or schools. A midpoint check-in with the appraiser is

required and no less than two check-ins with peers and/or teams regarding SLO progress are recommended.

Phase 3: Evaluating Success and Reflection

Phase 1 | Creating a Student Learning Objective

Phase 2 | Monitoring Progress to Drive Instruction

Phase 3 | Evaluating Success and Reflection



In Phase 3 (near the end of the course), the appraiser and teacher will meet to discuss progress throughout the year and overall student growth, using the SLO Skill Profile, Student Growth Tracker, and the SLO Scoring Rubric. It is recommended that this discussion is integrated with the appraisal end-of-year conference, but these can also be scheduled separately.

Step 1: Teacher Self-Reflection

- Teachers will collect any final evidence of student growth, assess student work, and using the SLO Skill Profile, complete the Student Growth Tracker.
- Teachers reflect on progress with students throughout the year:
 - Which students showed the most growth? Why might this be?
 - Which students showed the least growth? Why might this be?
 - What will you do differently the next time you teach this skill?
- Teachers will gather any student work or other evidence to demonstrate growth to support the conversation.
- **At least five days prior to meeting**, teachers should submit the following items along with any supplementary materials to the appraiser:
 - The completed Student Learning Objective, including the SLO Skill Profile, and Growth Tracker.
 - Any (optional) relevant prior progress discussion notes with teams or appraiser.
 - **Any final evidence of student growth**, particularly pointing to why students ended at the level of proficiency that they did.



Phase 3 – Timeline/Deadline Flexibility:

Districts should develop local policy establishing timelines/deadlines that allow this process to be manageable for appraisers. It is recommended that districts consider other key dates including any standardized testing and due dates for evaluation in devising an appropriate timeframe.

Phase 3 – End-of-Year Evidence Flexibility:

Districts or schools should determine if they want teachers to bring any specific types of evidence to the final discussion (e.g., final performance assessment or skill-specific work product). Please note that a general end-of-course assessment score will not accurately show proficiency for a

specific SLO skill. If using a general end-of-course assessment, teachers should identify performance on specific questions that target or apply the SLO skills.

Step 2: Appraiser Review Materials

- Prior to the end-of-year discussion, the assigned appraiser reviews the [SLO Scoring Rubric](#) along with the teacher materials submitted.
- Appraisers should carefully consider the evidence provided and identify any questions about progress made toward SLOs or areas that may need further information prior to the discussion.
- Appraisers will use this rubric, along with the evidence of student growth, conversations and discussions throughout the year to determine final rating.

Form D: SLO Scoring Rubric	
Distinguished (5)	Teacher practice has resulted in <u>all (or almost all)</u> students demonstrating <u>dramatic growth</u> during the course OR reaching the <u>Exceed</u> level of the SLO Skill Profile.
Accomplished (4)	Teacher has <u>consistently</u> relied on data collection and reflection to make regular adjustments to practice, as needed. This has resulted in <u>all (or almost all)</u> students demonstrating growth towards the SLO.
Proficient (3)	Teacher has made <u>many</u> adjustments to practice throughout the year based on ongoing data collection and reflection, as needed. This has resulted in <u>many or most</u> students demonstrating growth towards the SLO.
Developing (2)	Teacher has made <u>some</u> adjustments to practice throughout the year based on ongoing data collection and reflection, as needed. This has resulted in <u>some</u> students demonstrating growth towards the SLO.
Improvement Needed (1)	Teacher has made <u>few</u> adjustments to practice throughout the year when needed. As a result, <u>few</u> students have demonstrated growth. OR Sufficient evidence has not been collected to demonstrate student growth.



Form D: SLO Scoring Rubric Flexibility:

Appraisers are encouraged to holistically look at evidence of student growth to determine the final rating using the rubric above. However, if districts choose, they may provide more specific guidance regarding the definition of key words such as “majority”, “many”, “some”, and “few”. Sample language is provided below. Districts should be cautious about adding guidance to the rubric that is too rigid or creates a possible scenario where results do not fall into any performance category.

Distinguished (5)	All (or almost all) (>80% to 100%) students have grown 3 or more levels or reached the Exceed level on the SLO Skill Profile.
Accomplished (4)	All (or almost all) (>90% to 100%) students have demonstrated growth of at least 1-2 levels.
Proficient (3)	Many (>60% but no more than 90%) of students have demonstrated growth of at least 1-2 levels.
Developing (2)	Some (>30%, but no more than 60%) students have demonstrated growth of at least 1-2 levels.
Improvement Needed (1)	Few (<30%) students have demonstrated growth of at least 1-2 levels.

Step 3: End-of-Year Teacher and Appraiser Discussion

- Using the SLO Scoring Rubric, teacher and appraiser discuss student progress as well as self-reflection questions provided in Step 1 above.
- Based on the conversation, review of evidence, and their professional judgment, the appraiser determines a rubric score based on the growth of the teacher’s students.
- Once the teacher and appraiser have completed the reflection discussion, review of evidence and the appraiser determines the final score, the score should be entered into [Form E: End-of-Year Reflection and Score](#).
- Both parties will sign the bottom of the form and keep copies for their records.
- It is important to note that this time of reflection will provide invaluable guidance for subsequent years.
 - Teachers and their appraisers should consider what worked well and what did not work well in their SLOs. This information will provide suggestions for SLO improvement.
 - In addition, a careful reflection on student performance may uncover instructional strategies that were not effective for some subset of a class. This reflection could have implications for needed interventions for students as well as professional development for teachers.

- As SLOs are reviewed, teachers and their appraisers can also reflect on how the SLOs may have revealed teachers' strengths and weaknesses. Again, this may suggest professional development opportunities that would be of particular benefit to a group of teachers.

Final Thoughts: Student Learning Objectives

The SLO model described above provides teachers with a framework to set a vision of student success, plan for standards-aligned instruction, monitor progress using student work as evidence, and adjust instruction accordingly, to ensure that instruction facilitates student progress toward growth goals.

The process is designed to mirror best practice that already exists across the state and formalize this in a way that can be used to measure student learning as part of T-TESS or other evidence-based appraisal systems. It is the hope of the Texas Education Agency that districts and schools choosing to use this model will adapt it to fit within existing structures and best practices for measuring student learning within individual districts.

Appendix A: Forms

Form A: Student Learning Objective

Each teacher should complete the Student Learning Objective template even if working within a team. Teachers and their appraisers should keep an electronic version of the Student Learning Objective and attachments for their records.

Teacher Name		Date	
School		Appraiser Name	
Step 1: Identify areas for growth/improvement in student learning			
a. List data sources reviewed or district guidance followed to select area for student growth/improvement.			
b. Identify area for growth/improvement selected for focus in the SLO.			
Step 2: Identify targeted course (grade and subject) and targeted population			
a. Identify the targeted course (grade and subject) and targeted population. If more than one period/block is to be included in the SLO, indicate which ones will be included.			
b. In general terms, describe the students included in the SLO. This could include number of students with special population designation or other specific needs or challenges.			

Step 3: Write Standards-Aligned SLO Statement

a. Identify the TEKS or local curriculum standards serving as the basis for your SLO Statement.

b. List the SLO Statement.

c. Using the data or guidance highlighted in Step 1 and your knowledge of students and the curriculum, why are these skills essential to address in this course?

Step 4: Create the SLO Skill Profile

SLO Statement <i>(From Step 3)</i>	
Level 5: Exceeds	
Level 4: Proficient	

Level 3: Emerging	
Level 2: Novice	
Level 1: No Familiarity	

Step 5: Identify Student Starting Level
 Use past or present student performance/work to identify the SLO Skill Profile starting level of each of the students in your targeted population. Enter this information into the Student Growth Tracker (Form B) template provided.

What evidence did you use to diagnose students' starting performance level? Identify all sources of data that were used to evaluate the initial skill level of students.

Step 6: Instructional Plan

- a. At what points (time-based) or which units (content-based) during the course do you plan to teach the SLO skill?

b. What instructional strategies will you use to teach this skill throughout the course? Describe the top three strategies that you think will be the most effective methods for improving student skills in this area.

c. How will you know throughout the year that students are making progress with their performance? What evidence will you collect? Consider any formative assessments you might plan to use or other forms of progress monitoring, both formal and informal.

d. How will you modify instructional strategies mentioned above for students at different performance levels? For students with special needs? For ELL students?

Schedule progress check-ins

a. Which other teachers will participate on your progress check-in team?

b. When will you have your first progress check-in?

Step 7: Student Learning Objective Review & Approval

By signing below you acknowledge that you have discussed and agreed upon the Student Learning Objective Plan, above.

Teacher Signature		Date of submission	
Appraiser Review		Date	
		Decision	<input type="checkbox"/> Revise and resubmit <input type="checkbox"/> Approved
Resubmission Date		Appraiser Signature	
Additional comments		Final Decision	<input type="checkbox"/> Approved

Form B: Student Growth Tracker

Note: Teachers may need to add or delete columns/rows below.

Teacher: [Enter Teacher Name]						
Course: [Enter Grade/Subject]						
SLO Statement: [Enter SLO Statement from Form A Here]						
Student Name	SLO Skill Profile Starting Level	Progress Check-in #1	Progress Check-in #2 (Midpoint)	Progress Check-in #3	EOY Skill Profile Level	Annual Growth Gain (EOY Skill Profile Level minus SLO Skill Profile

For a sample Student Growth Tracker in Excel format, please see attachment below.



Student Growth Tracker.xlsx

Form C: Progress Discussion Notes (Optional)

Progress Discussion # _____

Meeting Name	Date
Colleagues/Team Members	
<ul style="list-style-type: none">• <i>Who is on my support team?</i>	
Reflection Notes	
<ul style="list-style-type: none">• <i>What instructional strategies have been particularly successful in helping students progress on this skill?</i>• <i>Which particular students (or groups of students) have made the most progress? Which have made the least? Why might this be the case?</i>• <i>Where could I use additional support or ideas from my colleagues?</i>	
Discussion Notes	

Focus Area

- *What additional strategies or adjustments do you think you will use to drive student growth?*
- *How will you know if these new strategies are working?*

Form D: SLO Scoring Rubric

Distinguished (5)	Teacher practice has resulted in <u>all (or almost all)</u> students demonstrating <u>dramatic growth</u> during the course OR reaching the <u>Exceed</u> level of the SLO Skill Profile.
Accomplished (4)	Teacher has <u>consistently</u> relied on data collection and reflection to make regular adjustments to practice, as needed. This has resulted in <u>all (or almost all)</u> students demonstrating growth towards the SLO.
Proficient (3)	Teacher has made <u>many</u> adjustments to practice throughout the year based on ongoing data collection and reflection, as needed. This has resulted in <u>many or most</u> students demonstrating growth towards the SLO.
Developing (2)	Teacher has made <u>some</u> adjustments to practice throughout the year based on ongoing data collection and reflection, as needed. This has resulted in <u>some</u> students demonstrating growth towards the SLO.
Improvement Needed (1)	Teacher has made <u>few</u> adjustments to practice throughout the year when needed. As a result, <u>few</u> students have demonstrated growth. OR Sufficient evidence has not been collected to demonstrate student growth.

Form E: End-of-Year Reflection and Score

General Information

Teacher Name	Date
School	
Appraiser Name	

Self-reflection Notes:
<ul style="list-style-type: none">• Which students showed the most growth? Why might this be?• Which students showed the least growth? Why might this be?• What will you do differently the next time you teach this skill?

End-of-Year Score (Based on SLO Scoring Rubric & Evidence)	[Enter score here]
Teacher/Appraiser Discussion Notes	

--

By signing below you acknowledge that you have completed the SLO end-of-year discussion and have discussed the final growth rating.

Teacher Name	Date
Appraiser Name	Date

Appendix B: Sample SLO Skill Profile

Social Studies Grade 8	
SLO Statement <i>(From Step 3)</i>	Critical Thinking: Students will use multiple sources of evidence to describe the purpose and impact of historical events in the U.S.
Level 5: Exceeds	Student can apply skill as described in Level 4, and is able to draw connections from historical events to current events and; Student is able to demonstrate a deeper understanding of historical events by drawing connections to other disciplines.
Level 4: Proficient	Student consistently uses multiple sources of evidence to describe the purpose and impact of all historical events in the U.S both orally and in writing.
Level 3: Emerging	Student frequently is able to describe the purpose or the impact of most historical events in the U.S but inconsistently uses appropriate sources of evidence and; Student can communicate ideas in writing.
Level 2: Novice	Student inconsistently recalls basic information about some historical events in the U.S. and uses no or few sources of evidence and; Student can communicate ideas orally.
Level 1: No Familiarity	Student is unable to recall basic information about most historical events in the U.S. and/or; Student struggles to communicate ideas orally and/or in writing.

Appendix C: Definitions for the SLO Process

Appraiser

“Appraiser” refers to the principal or designated individuals certified to appraise teachers using the T-TESS evaluation system.

Colleagues or Teams

In order to maximize the effectiveness of this handbook, it is recommended that teachers meet with their colleagues throughout the year to share their learning and experiences. Throughout this handbook, we refer to “colleagues” or “teams”. These are general terms to signify any and all individuals or groups who can collaborate throughout a semester or year to support each other with instruction. These teams should collaborate through channels and networks that likely already exist within schools.

Course

Throughout the handbook, a “course” refers to a specific grade/subject combination. For example, 4th grade Science, 8th grade Math or High School Physics.

SLO Scoring Rubric

Appraisers will meet with teachers at the end of the year to discuss student progress and reflect on the SLO process, overall. Based on the conversation, review of evidence, and their professional judgment, the appraiser determines a rubric score based on the growth of the teacher’s students. The descriptors of levels of performance on this rubric will be developed locally.

SLO Skill Profile

Teachers will develop SLO Skill Profiles to answer the question of what students should be able to do at various levels leading up to and exceeding mastery of the particular skill(s). The teacher describes the skills that would be exhibited by students who meet each level of performance from “no familiarity” to “exceeds expectations”. Where possible, it is recommended that these profiles be developed by teacher teams.

Student Growth Tracker

The Student Growth Tracker is an excel format spreadsheet that teachers will use to document students starting and end-of-year levels on the SLO Skill Profile. In addition, any progress check-in scores can be entered into the form to help monitor progress trajectory.

Teacher

Teacher roles may look different across districts. For the purposes of T-TESS, “teacher” means anyone who is appraised on the T-TESS evaluation system.

Attachment 8f

Chapter 149. Commissioner's Rules Concerning Educator Standards

Subchapter BB. Administrator Standards

§149.2001. Principal Standards.

- (a) Purpose. The standards, indicators, knowledge, and skills identified in this section shall be used to align with the training, appraisal, and professional development of principals.
- (b) Standards.
 - (1) Standard 1--Instructional Leadership. The principal is responsible for ensuring every student receives high-quality instruction.
 - (A) Knowledge and skills.
 - (i) Effective instructional leaders:
 - (I) prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research;
 - (II) implement a rigorous curriculum aligned with state standards;
 - (III) analyze the curriculum to ensure that teachers align content across grades and that curricular scopes and sequences meet the particular needs of their diverse student populations;
 - (IV) model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans; and
 - (V) routinely monitor and improve instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.
 - (ii) In schools led by effective instructional leaders, data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and classrooms filled with students actively engaged in cognitively challenging and differentiated activities.
 - (B) Indicators.
 - (i) Rigorous and aligned curriculum and assessment. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.
 - (ii) Effective instructional practices. The principal develops high-quality instructional practices among teachers that improve student learning.
 - (iii) Data-driven instruction and interventions. The principal monitors multiple forms of student data to inform instructional and intervention decisions and to close the achievement gap.
 - (2) Standard 2--Human Capital. The principal is responsible for ensuring there are high-quality teachers and staff in every classroom and throughout the school.
 - (A) Knowledge and skills.
 - (i) Effective leaders of human capital:

- (I) treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff;
 - (II) ensure all staff have clear goals and expectations that guide them and by which they are assessed;
 - (III) are strategic in selecting and hiring candidates whose vision aligns with the school's vision and whose skills match the school's needs;
 - (IV) ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, and coaching and school-wide supports so that teachers know how they are performing;
 - (V) facilitate professional learning communities to review data and support development;
 - (VI) create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on the leadership team; and
 - (VII) use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.
- (ii) In schools with effective leaders of human capital, staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years as development and retention efforts take effect. Across the school, staff support each other's development through regular opportunities for collaboration, and effective staff have access to a variety of leadership roles in the school.
- (B) Indicators.
- (i) Targeted selection, placement, and retention. The principal selects, places, and retains effective teachers and staff.
 - (ii) Tailored development, feedback, and coaching. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.
 - (iii) Staff collaboration and leadership. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.
 - (iv) Systematic evaluation and supervision. The principal conducts rigorous evaluations of all staff using multiple data sources.
- (3) Standard 3--Executive Leadership. The principal is responsible for modeling a consistent focus on and commitment to improving student learning.
- (A) Knowledge and skills.
- (i) Effective executive leaders:
 - (I) are committed to ensuring the success of the school;
 - (II) motivate the school community by modeling a relentless pursuit of excellence;

- (III) are reflective in their practice and strive to continually improve, learn, and grow;
 - (IV) view unsuccessful experiences as learning opportunities, remaining focused on solutions, and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward;
 - (V) keep staff inspired and focused on the end goal even as they support effective change management;
 - (VI) have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences;
 - (VII) are willing to listen to others and create opportunities for staff and stakeholders to provide feedback; and
 - (VIII) treat all members of the community with respect and develop strong, positive relationships with them.
- (ii) In schools with effective executive leaders, teachers and staff are motivated and committed to excellence. They are vested in the school's improvement and participate in candid discussions of progress and challenges. They are comfortable providing feedback to the principal and other school leaders in pursuit of ongoing improvement, and they welcome feedback from students' families in support of improved student outcomes.
- (B) Indicators.
- (i) Resiliency and change management. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.
 - (ii) Commitment to ongoing learning. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.
 - (iii) Communication and interpersonal skills. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.
 - (iv) Ethical behavior. The principal adheres to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at his or her respective district.
- (4) Standard 4--School Culture. The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.
- (A) Knowledge and skills.
- (i) Effective culture leaders:
 - (I) leverage school culture to drive improved outcomes and create high expectations;
 - (II) establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school;
 - (III) establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment;

- (IV) focus on students' social and emotional development and help students develop resiliency and self-advocacy skills; and
 - (V) treat families as key partners to support student learning, creating structures for two-way communication and regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.
- (ii) In schools with effective culture leaders, staff believe in and are inspired by the school vision and have high expectations for all students. Staff take responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home. Members of the broader community regularly engage with the school community.
- (B) Indicators.
- (i) Shared vision of high achievement. The principal develops and implements a shared vision of high expectations for students and staff.
 - (ii) Culture of high expectations. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.
 - (iii) Intentional family and community engagement. The principal engages families and community members in student learning.
 - (iv) Safe school environment. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.
 - (v) Discipline. The principal oversees an orderly environment, maintaining expectations for student behavior while implementing a variety of student discipline techniques to meet the needs of individual students.
- (5) Standard 5--Strategic Operations. The principal is responsible for implementing systems that align with the school's vision and improve the quality of instruction.
- (A) Knowledge and skills.
- (i) Effective leaders of strategic operations:
 - (I) assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities and set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans;
 - (II) with their leadership teams, regularly monitor multiple data points to evaluate progress toward goals, adjusting strategies that are proving ineffective;
 - (III) develop a year-long calendar and a daily schedule that strategically use time to both maximize instructional time and to create regular time for teacher collaboration and data review;
 - (IV) are deliberate in the allocation of resources (e.g., staff time, dollars, and tools), aligning them to the school priorities and goals, and work to access additional resources as needed to support learning; and
 - (V) treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

- (ii) In schools with effective leaders of strategic operations, staff have access to resources needed to meet the needs of all students. Staff understand the goals and expectations for students, have clear strategies for meeting those goals, and have the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participate in formal development opportunities that build the capacity to identify and implement strategies aligned to the school's improvement goals.

(B) Indicators.

- (i) Strategic planning. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.
- (ii) Maximized learning time. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.
- (iii) Tactical resource management. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.
- (iv) Policy implementation and advocacy. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

Attachment 8g

Texas Principal Evaluation & Support System



The principal evaluation rubric was developed by a Steering Committee of educators from the state of Texas that included school-level and district-level leaders, university leadership development program directors, staff of the Texas Comprehensive Center at SEDL, and representatives from the Texas Education Agency in collaboration with McREL International field consultants and researchers.

Fillable Forms



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Texas Principal Evaluation & Support System

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Texas Principal Evaluation & Support System

Principal Self-assessment and Appraiser Pre-assessment (for the Pre-evaluation Conference)

Name:	Date:
TEA ID #:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

Each year principals should assess their own performance using the principal evaluation rubric for the Pre-evaluation Conference. The appraiser will also complete it as a pre-assessment. This self-assessment will serve as the basis for establishing professional growth goals. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated/Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans with clearly defined detail for implementation of the district’s approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards 	Comment Required:
<ul style="list-style-type: none"> <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning . . . and	
<p>Appraiser Comments:</p>				

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom <input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the adopted model of instructional planning and delivery 	Comment Required:
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement <input type="checkbox"/> Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery <input type="checkbox"/> Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge about research on effective instructional practices and their impact on student achievement <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement 	Comment Required:
	<ul style="list-style-type: none"> <input type="checkbox"/> Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	<input type="checkbox"/> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	<input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	<input type="checkbox"/> Understands and articulates a clear meaning of equity within the school community	Comment Required:
<input type="checkbox"/> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	<input type="checkbox"/> Models and promotes high expectations for all students, student sub-groups, and staff	
	<input type="checkbox"/> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	<input type="checkbox"/> Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students . . . and	<input type="checkbox"/> Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys

T-PESS

Principal Self-assessment – Standard 1

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school's vision and mission 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members 	Comment Required:
	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a culture of high performance that supports teacher retention 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students' needs <input type="checkbox"/> Implements and manages district personnel policies in a fair and equitable manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources 	
	... and	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes organizational resources to effectively manage human capital ... and	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies organizational resources and understands the necessity of managing human capital ... and	
Appraiser Comments:				

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	<input type="checkbox"/> Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	<input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	Comment Required:
<input type="checkbox"/> Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	<input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff <input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school ... and	<input type="checkbox"/> Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities ... and	<input type="checkbox"/> Involves campus committees and/or leadership teams in identifying needs for campus professional development ... and	
Appraiser Comments:				

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building	<input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development	<input type="checkbox"/> Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members <input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles ... and	<input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school ... and	Comment Required:
Appraiser Comments:				

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development	<input type="checkbox"/> Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve instructional practice	<input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	<input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation	Comment Required:
	. . . and	<input type="checkbox"/> Accurately analyzes multiple sources of teacher performance data and makes fair and accurate determinations aligned with state statute and district policy governing teacher evaluation . . . and	<input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner; understands and articulates the importance of providing clear expectations of performance for teachers and staff . . . and	
Appraiser Comments:				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times	<input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	<input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process	<input type="checkbox"/> Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	Comment Required:
<input type="checkbox"/> Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	<input type="checkbox"/> Implements collaborative processes to collect, analyze, and act on relevant data about the school’s progress toward accomplishing goals	<input type="checkbox"/> Inspires teachers by including them in the development of a strategic goal setting process <input type="checkbox"/> Encourages teachers and staff to accomplish school goals	<input type="checkbox"/> Understands and articulates a personal vision for improving the school’s ability to serve the needs of all students and the necessity for strategic goal setting	
<input type="checkbox"/> Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	<input type="checkbox"/> Creates and uses a transition team during times of change to assist individuals with new ways of doing things . . . and	<input type="checkbox"/> Adapts his/her leadership style to the needs of individual teachers and staff struggling with change . . . and	<input type="checkbox"/> Understands and articulates how change initiatives can be perceived differently by different stakeholders . . . and	
Appraiser Comments:				

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders	<input type="checkbox"/> Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	<input type="checkbox"/> Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	<input type="checkbox"/> Understands the importance of performance feedback from supervisors in the context of personal and school improvement	Comment Required:
<input type="checkbox"/> Serves as a role model for continuous improvement in professional practice among colleagues	<input type="checkbox"/> Actively seeks out individual growth and professional development opportunities . . . and	. . . and	. . . and	
Appraiser Comments:				

Indicator 3C: The principal communicates with all audiences and develops productive relationships.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community <input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities 	<p>Comment Required:</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups <input type="checkbox"/> Keeps accessible to all stakeholder groups <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Actively leads in the development of district goals and initiatives for improving achievement of all students	<input type="checkbox"/> Models ethical behavior by educating the larger community	<input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior <input type="checkbox"/> Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	<input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	Comment Required:
	<input type="checkbox"/> Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	<input type="checkbox"/> Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	<input type="checkbox"/> Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	<input type="checkbox"/> Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum ... and	<input type="checkbox"/> Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs ... and	<input type="checkbox"/> Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students ... and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data

T-PESS

Principal Self-assessment – Standard 3

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement <input type="checkbox"/> Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement <input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement <input type="checkbox"/> Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school 	<p>Comment Required:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business 	<ul style="list-style-type: none"> <input type="checkbox"/> Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school <p>... and</p>	
<p>*: SBDM: Site-based Decision Making</p>				
<p>Appraiser Comments:</p>				

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	<input type="checkbox"/> Collaborates with campus leadership to systematically monitor compliance of clear expectations, structures, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn . . . and	<input type="checkbox"/> Communicates clear expectations, structures, rules, procedures, routines, and interventions for student and staff behavior that maximize opportunities for all students to learn . . . and	<input type="checkbox"/> Understands and can explain the importance of clear expectations, structures, rules, and procedures for students and staff to follow . . . and	Comment Required:
Appraiser Comments:				

Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	<input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	<input type="checkbox"/> Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	<input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	Comment Required:
<input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	<input type="checkbox"/> Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels . . . and	<input type="checkbox"/> Identifies the culturally responsive needs and positive, traditions of the school and community . . . and	<input type="checkbox"/> Understands and can explain the importance of cultural perspective in the school and community . . . and	
Appraiser Comments:				

Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages capacity by building teams of community members to participate in and advocate for the school's safe environment	<input type="checkbox"/> Leverages capacity by building teams of staff to lead and manage components of school safety procedures ...and	<input type="checkbox"/> Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning ...and	<input type="checkbox"/> Understands and implements district policies and procedures regarding school safety ...and	Comment Required:
Appraiser Comments:				

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	<input type="checkbox"/> Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus ...and	<input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students ...and	<input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline ...and	Comment Required:
Appraiser Comments:				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	<input type="checkbox"/> Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	<input type="checkbox"/> Implements change initiatives that are aligned with the school’s goals, targets, and improvement strategies	<input type="checkbox"/> Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	Comment Required:
	<input type="checkbox"/> Systematically and clearly communicates the progress toward achieving goals to all members of the school community . . . and	<input type="checkbox"/> Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school . . . and	<input type="checkbox"/> Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement . . . and	
Appraiser Comments: 				

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	<input type="checkbox"/> Systematically monitors the effect of the master schedule on teacher planning and student achievement	<input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	<input type="checkbox"/> Designs school schedules and calendars that address the learning needs of diverse student populations	Comment Required:
<input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	<input type="checkbox"/> Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time ...and	<input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and	<input type="checkbox"/> Ensures adherence to all legal and policy requirements for teacher planning and professional development ...and	
Appraiser Comments:				

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	<input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices	<input type="checkbox"/> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	<input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	Comment Required:
	<input type="checkbox"/> Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students . . . and	<input type="checkbox"/> Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students . . . and	<input type="checkbox"/> Knows about the school budget and accounting procedures . . . and	
Appraiser Comments:				

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	<input type="checkbox"/> Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	<input type="checkbox"/> Implements district initiatives directed at improving student achievement	<input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement	Comment Required:
	...and	<input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives <input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	<input type="checkbox"/> Openly and effectively communicates between and within school and district administration <input type="checkbox"/> Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community ...and	
Appraiser Comments:				

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
-
-
-

T-PESS

Principal Self-assessment – Standard 5

Texas Principal Evaluation & Support System

Principal Evaluation Rubric for the Mid-year Progress Meeting and the End-of-year Performance Discussion

Name:	Date:
TEA ID#:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

Appraisers will use this rubric to complete their assessment of the principals' performance during the year. Likewise, the principal and appraiser will use this rubric as a guide for performance discussions and as a tool to determine the final evaluation rating for the principal. To complete this form, begin in the *Developing* column. If the practices listed in the *Developing* column describes the principal's performance throughout the year, mark the box beside the practice. Continue to work down the column of *Developing* practices. Continue this process through the *Proficient*, *Accomplished*, and *Distinguished* categories for each indicator within the principal evaluation rubric. If no practices can be checked at this time, make a comment in the *Not Demonstrated / Needs Improvement* column. If practices in the *Distinguished* column are marked, provide an explanatory comment.

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans with clearly defined detail for implementation of the district’s approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards 	Comment Required:
<ul style="list-style-type: none"> <input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Ensures that knowledge of teaching and learning serves as the foundation for the school's professional learning community 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes instructional implementation data and provides staff with on-going opportunities (e.g. vicarious experience, action research) to master the use of effective instructional strategies 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides guidance on the implementation and effective use of research-based instructional strategies in every classroom <input type="checkbox"/> Implements a system(s) for monitoring the implementation and effective use of research-based instructional strategies in every classroom 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the adopted model of instructional planning and delivery 	Comment Required:
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages professional development and research-based strategies to increase the collective efficacy of teachers and staff 	<ul style="list-style-type: none"> <input type="checkbox"/> Analyzes and synthesizes teacher performance data to determine school-wide goals for instructional improvement <input type="checkbox"/> Develops and executes a specific and targeted plan for instructional professional development informed by teacher evaluation, student achievement, and other applicable data sources . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes instructional performance data to encourage self-reflection and engage teachers in performance improvement conversations about instructional planning and delivery <input type="checkbox"/> Utilizes existing structures within the school to provide and actively participate with teachers in meaningful professional development that incorporates self-reflection and addresses findings from multiple data sources . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates knowledge about research on effective instructional practices and their impact on student achievement . . . and	
Appraiser Comments:				

Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Empowers, challenges, and supports staff to execute approved programs and research-based school and classroom practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students 	<ul style="list-style-type: none"> <input type="checkbox"/> Requires and monitors fidelity and consistency in the implementation of research-based practices and monitors their impact on student learning and achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with teachers and staff to assess the impact of programs and interventions on student learning and achievement 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the impact of school-level practices on student learning and achievement 	Comment Required:
	<ul style="list-style-type: none"> <input type="checkbox"/> Actively utilizes leadership teams to analyze data relevant to the fidelity and consistency of implementing research-based school and classroom practices and the impact of those practices on the learning and achievement of all students . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes a variety of district-approved student achievement data sources to strategically and intentionally implement effective research-based programs and interventions that improve the achievement of all students . . . and	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of using multiple data sources to inform program decisions that improve the achievement of all students . . . and	
Appraiser Comments:				

Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops relationships with parents/guardians and the community to improve good will and trust in the school's ability to close achievement gaps	<input type="checkbox"/> Utilizes leadership teams to analyze relevant data and optimize work processes, programs, and services that result in closing achievement gaps	<input type="checkbox"/> Collaboratively develops clear expectations for teachers and staff that emphasize practices consistent with the meaning of equity and result in closing achievement gaps	<input type="checkbox"/> Understands and articulates a clear meaning of equity within the school community	Comment Required:
<input type="checkbox"/> Makes significant and consistent progress towards eliminating achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Analyzes relevant achievement data to inform and prioritize program and instructional improvement efforts that make measureable progress towards eliminating the achievement gaps while maximizing individual student achievement	<input type="checkbox"/> Continually and systematically assesses the progress towards eliminating achievement gaps among identified sub-groups of students	<input type="checkbox"/> Models and promotes high expectations for all students, student sub-groups, and staff	
	<input type="checkbox"/> Actively identifies and secures the additional resources necessary to eliminate achievement gaps among student groups . . . and	<input type="checkbox"/> Analyzes relevant data and ensures that available resources are appropriated and aligned with school improvement priorities to maximize achievement growth for all students . . . and	<input type="checkbox"/> Understands and articulates the learning and social-emotional needs of student groups within the school community . . . and	
Appraiser Comments:				

STANDARD 1: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Leadership teams
- Use of research-based school and classroom practices
- Campus master schedule
- Formative and summative assessments
- Education plans for identified sub-populations
- Stakeholder surveys

T-PESS

Principal Evaluation Rubric – Standard 1

Standard 2 – Human Capital: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Capitalizes on the tangible and intangible assets of staff members to optimize student academic growth and development 	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes leadership teams to analyze appropriate data sources and strategically develop processes for recruiting, hiring, supporting, and retaining staff to strengthen the school’s vision and mission 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans with concise details and implements processes for recruiting, hiring, supporting, and retaining staff who implement school improvement priorities and support student achievement goals 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of effective recruiting, hiring, supporting, and retaining teachers and staff members 	Comment Required:
	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes a culture of high performance that supports teacher retention 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses approved district processes to screen, interview, and hire a diverse staff that is representative of the vision of the school and meets students’ needs <input type="checkbox"/> Implements and manages district personnel policies in a fair and equitable manner 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of clear expectations, structures, and procedures for managing human resources 	
	... and	<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes organizational resources to effectively manage human capital ... and	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies organizational resources and understands the necessity of managing human capital ... and	
Appraiser Comments:				

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages observational and hands-on experiences for teachers that meet staff development needs and ensures expected performance improvement outcomes are met	<input type="checkbox"/> Uses performance and goal setting data to encourage and challenge staff to reflect on and define the knowledge, skills, and concepts that are essential to the complete educational development of all students	<input type="checkbox"/> Routinely works collaboratively with teachers and staff to assess the impact of research-based programs and interventions on student learning and achievement	<input type="checkbox"/> Understands and can articulate the professional development needs of teachers and staff as those needs relate to educating a diverse student population	Comment Required:
<input type="checkbox"/> Maintains and models a school-wide culture of professional learning and improvement that supports frequent professional feedback for teachers and staff	<input type="checkbox"/> Supports and encourages systematic feedback among teachers and staff <input type="checkbox"/> Utilizes leadership teams to accurately analyze teacher performance data to adapt professional development based on the changing needs of the school ... and	<input type="checkbox"/> Regularly provides teachers and staff with individual performance feedback and organizes targeted professional development opportunities ... and	<input type="checkbox"/> Involves campus committees and/or leadership teams in identifying needs for campus professional development ... and	
Appraiser Comments: 				

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Supports teachers and staff to accept leadership responsibilities outside of the school building	<input type="checkbox"/> Incorporates teachers and staff into leadership and decision-making roles in the school in ways that foster their career development	<input type="checkbox"/> Defines a process for supporting and modeling leadership development and decision-making activities for teachers and staff members <input type="checkbox"/> Facilitates ongoing support for teachers and staff who are taking on new or additional leadership and decision-making roles ... and	<input type="checkbox"/> Understands and articulates the importance of providing opportunities for teachers to assume leadership and decision making roles within the school ... and	Comment Required:
Appraiser Comments:				

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture where teacher performance evaluations align with student academic growth and development	<input type="checkbox"/> Holistically analyzes formative and summative teacher and staff evaluations to strategically plan for professional development to improve instructional practice	<input type="checkbox"/> Creates processes to provide formal feedback to teachers concerning the effectiveness of their classroom instruction and ways to improve	<input type="checkbox"/> Adheres to legal requirements for teacher and staff evaluation	Comment Required:
	. . . and	<input type="checkbox"/> Accurately analyzes multiple sources of teacher performance data and makes fair and accurate determinations aligned with state statute and district policy governing teacher evaluation . . . and	<input type="checkbox"/> Implements district and state evaluation policies in a fair and equitable manner; understands and articulates the importance of providing clear expectations of performance for teachers and staff . . . and	
Appraiser Comments: 				

STANDARD 2: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student achievement and testing data
- Teacher retention data
- Teacher professional growth plans
- Site professional development plan
- National Board Certified Teachers
- Stakeholder surveys

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Maintains a culture in which teachers and staff encourage and support each other during challenging times	<input type="checkbox"/> Analyzes relevant school productivity and student achievement data to consider new and innovative ways to lead improvement initiatives	<input type="checkbox"/> Empowers the school staff to take ownership of the continuous improvement process	<input type="checkbox"/> Understands and articulates the necessity for establishing and maintaining a culture of continuous improvement	Comment Required:
<input type="checkbox"/> Systematically challenges the status quo by leading change initiatives with potentially beneficial outcomes	<input type="checkbox"/> Implements collaborative processes to collect, analyze, and act on relevant data about the school's progress toward accomplishing goals	<input type="checkbox"/> Inspires teachers by including them in the development of a strategic goal setting process <input type="checkbox"/> Encourages teachers and staff to accomplish school goals	<input type="checkbox"/> Understands and articulates a personal vision for improving the school's ability to serve the needs of all students and the necessity for strategic goal setting	
<input type="checkbox"/> Serve as the driving force behind improvement initiatives that strengthen the collective ability of the school community to adapt to conditions	<input type="checkbox"/> Creates and uses a transition team during times of change to assist individuals with new ways of doing things . . . and	<input type="checkbox"/> Adapts his/her leadership style to the needs of individual teachers and staff struggling with change . . . and	<input type="checkbox"/> Understands and articulates how change initiatives can be perceived differently by different stakeholders . . . and	
Appraiser Comments:				

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and refines structures to gather feedback and data from educational stakeholders	<input type="checkbox"/> Utilizes performance feedback and synthesizes relevant data to adapt professional practice and leadership behaviors that ensure students receive high-quality instruction	<input type="checkbox"/> Incorporates performance feedback from supervisors, attends district-mandated professional development, and makes changes to practices	<input type="checkbox"/> Understands the importance of performance feedback from supervisors in the context of personal and school improvement	Comment Required:
<input type="checkbox"/> Serves as a role model for continuous improvement in professional practice among colleagues	<input type="checkbox"/> Actively seeks out individual growth and professional development opportunities . . . and	. . . and	. . . and	
Appraiser Comments:				

Indicator 3C: The principal communicates with all audiences and develops productive relationships.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages communication among and between stakeholder groups to increase the adoption of new and innovative change initiatives within the school or district 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors the effectiveness of systems and protocols to enable internal and external stakeholder groups to effectively communicate with each other and with the principal and makes adjustments to optimize communication 	<ul style="list-style-type: none"> <input type="checkbox"/> Implements and utilizes a variety of strategies to encourage effective open communication between and among students, teachers, staff, and the larger school community <input type="checkbox"/> Designs and utilizes a system of open communication so that members of diverse interest groups feel welcomed and/or heard within the school community 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates the importance of open and honest communication with stakeholder groups about school priorities, initiatives, and improvement activities 	<p>Comment Required:</p>
	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors to improve systems designed to encourage and build community relationships in a manner that fosters respect, outreach, and community engagement <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Develops relationships by providing opportunities for the appropriate participation of stakeholder groups in the decision-making process of the school <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and can articulate the importance of developing positive relationships with school and community stakeholder groups <input type="checkbox"/> Keeps accessible to all stakeholder groups <p>... and</p>	
<p>Appraiser Comments:</p>				

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Actively leads in the development of district goals and initiatives for improving achievement of all students	<input type="checkbox"/> Models ethical behavior by educating the larger community	<input type="checkbox"/> Develops and implements staff trainings on policies and procedures related to ethical behavior <input type="checkbox"/> Ensures compliance of federal, state, and local mandates and policies by all faculty and staff	<input type="checkbox"/> Understands and adheres to the Code of Ethics and Standard Practices for Texas Educators <input type="checkbox"/> Understands and can articulate federal, state, and district mandates and policy regarding the educational services entitled to all students	Comment Required:
	<input type="checkbox"/> Develops a systematic approach for the selection of staff members to lead initiatives designed to mitigate differences among student groups and close achievement gaps	<input type="checkbox"/> Models cultural awareness and responsiveness to student differences and provides training to faculty and staff	<input type="checkbox"/> Understands that cultural awareness and student differences (e.g. race, gender, language, SES) influences student achievement	
	<input type="checkbox"/> Collaborates with leadership teams to develop strategies that demonstrate an ethical responsibility for student opportunity and access to the full span of the curriculum ... and	<input type="checkbox"/> Educates school personnel on the ethical responsibility to respond to all students' academic, social-emotional, cultural, and physical needs ... and	<input type="checkbox"/> Understands the ethical responsibility for responding to the academic, social-emotional, cultural, and physical needs of all students ... and	
Appraiser Comments:				

STANDARD 3: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Campus leadership teams
- Stakeholder surveys
- Visioning documents
- Staff professional development plan
- Teacher retention data

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Principal Evaluation Rubric – Standard 3

Standard 4 – School Culture: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> Leverages personal skills and abilities to be a leader of leaders across the district, in the community, and in the field impacting student learning and achievement <input type="checkbox"/> Promotes a unified purpose and shared vision for the school to ensure equity of high expectations for all learners 	<ul style="list-style-type: none"> <input type="checkbox"/> Serves as the driving force behind a campus-wide belief that teachers and staff can impact student learning and achievement <input type="checkbox"/> Maintains a culture of continuous improvement in the school which guides the interventions/enrichment/outcomes for every student and staff member 	<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a belief through words and actions that teachers and staff can impact student learning and achievement <input type="checkbox"/> Leads the development of clear, concise, and agreed-upon processes to empower routine and systematic decisions, activities, and initiatives for school improvement 	<ul style="list-style-type: none"> <input type="checkbox"/> Understands and articulates how unity of purpose, teamwork, and commitment to teaching and learning are interrelated and support the work of the school 	<p>Comment Required:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Engages school community and stakeholders to promote and internalize the Campus Improvement Plan (CIP) as the baseline for how to do business 	<ul style="list-style-type: none"> <input type="checkbox"/> Empowers SBDM* to collectively lead and monitor the implementation of the Campus Improvement Plan (CIP) <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly uses and applies the Campus Improvement Plan (CIP) to inform and lead campus decisions <p>... and</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a Campus Improvement Plan (CIP) with a unified purpose and a shared vision for the school <p>... and</p>	
<p>*: SBDM: Site-based Decision Making</p>				
<p>Appraiser Comments:</p>				

Indicator 4B: The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Engages stakeholders to regularly assess the capacity and need for changes in expectations, structures, rules, procedures, routines, and interventions to advocate for positive impact in the school community	<input type="checkbox"/> Collaborates with campus leadership to systematically monitor compliance of clear expectations, structures, rules, procedures, routines, and interventions for student and adult behavior that maximize opportunities for all students to learn . . . and	<input type="checkbox"/> Communicates clear expectations, structures, rules, procedures, routines, and interventions for student and staff behavior that maximize opportunities for all students to learn . . . and	<input type="checkbox"/> Understands and can explain the importance of clear expectations, structures, rules, and procedures for students and staff to follow . . . and	Comment Required:
Appraiser Comments:				

Indicator 4C: The principal purposefully engages families and community members in meaningful student learning experiences.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Develops and utilizes relationships with parents/guardians and the community to develop good will and garner fiscal, intellectual, and human resources in support of the school's improvement agenda	<input type="checkbox"/> Implements processes that empower parents/guardians and all community stakeholders to contribute to decisions that positively influence student learning experiences	<input type="checkbox"/> Creates systems and processes that engage parents/guardians and all community stakeholders in a shared responsibility for student and school success	<input type="checkbox"/> Understands and can explain that parents/guardians and community members have a critical role in developing community engagement, support, and ownership of the school	Comment Required:
<input type="checkbox"/> Leverages the influence and synergy of the school and community stakeholders to work together to support high levels of student achievement	<input type="checkbox"/> Utilizes the culturally responsive needs and positive traditions of the school and community to drive student achievement to higher levels . . . and	<input type="checkbox"/> Identifies the culturally responsive needs and positive, traditions of the school and community . . . and	<input type="checkbox"/> Understands and can explain the importance of cultural perspective in the school and community . . . and	
Appraiser Comments:				

Indicator 4D: The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages capacity by building teams of community members to participate in and advocate for the school's safe environment	<input type="checkbox"/> Leverages capacity by building teams of staff to lead and manage components of school safety procedures ...and	<input type="checkbox"/> Reviews, analyzes, and implements school safety initiatives based on school data to ensure an environment conducive to learning ...and	<input type="checkbox"/> Understands and implements district policies and procedures regarding school safety ...and	Comment Required:
Appraiser Comments:				

Indicator 4E: The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages campus and district student support systems, including parents/guardians, to sustain and strengthen the confidence in the school's ability to minimize student discipline issues in order to best serve the educational needs of all students	<input type="checkbox"/> Provides a comprehensive analysis of school discipline data and engages learning teams to sustain systems that routinely and conscientiously protect instructional time from interruptions in classrooms and across the campus ...and	<input type="checkbox"/> Fairly and consistently implements the Student Code of Conduct to ensure an optimal learning environment for all students ...and	<input type="checkbox"/> Understands and implements district policies and procedures regarding student discipline ...and	Comment Required:
Appraiser Comments:				

STANDARD 4: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- Student discipline data
- Teacher turnover data
- School safety plan
- Stakeholder surveys
- Community partnerships
- Stakeholder engagement activities

Standard 5 – Strategic Operations: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Leverages high-level, concrete goals in order to sustain a high performing school culture that creates demand for innovation and improvement	<input type="checkbox"/> Systematically monitors, evaluates, and refines goals, targets, and strategies through data analysis	<input type="checkbox"/> Implements change initiatives that are aligned with the school’s goals, targets, and improvement strategies	<input type="checkbox"/> Uses a variety of classroom and school data to challenge the status quo and identify necessary change initiatives	Comment Required:
	<input type="checkbox"/> Systematically and clearly communicates the progress toward achieving goals to all members of the school community . . . and	<input type="checkbox"/> Maintains a consistent focus on the school and classroom influences that affect student learning and systematically communicates successes and shortcomings toward achieving goals and targets within the school . . . and	<input type="checkbox"/> Understands and can explain the importance of open, effective communication in the operation of the school and the progress toward improving student achievement . . . and	
Appraiser Comments: 				

Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Ensures ongoing student engagement through instructional programs that provide opportunities for personalized learning	<input type="checkbox"/> Systematically monitors the effect of the master schedule on teacher planning and student achievement	<input type="checkbox"/> Establishes systems that minimize or eliminate interruptions and distractions to classroom instruction	<input type="checkbox"/> Designs school schedules and calendars that address the learning needs of diverse student populations	Comment Required:
<input type="checkbox"/> Proactively reviews and adjusts schedules and plans to respond to changes in instructional needs	<input type="checkbox"/> Analyzes school and classroom data to guide the implementation of policies, practices, and procedures that maximize the use of instructional time ...and	<input type="checkbox"/> Strategically plans an annual professional development schedule that aligns to school and classroom instructional needs ...and	<input type="checkbox"/> Ensures adherence to all legal and policy requirements for teacher planning and professional development ...and	
Appraiser Comments:				

Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Designs structures and processes that enable shared responsibility by leadership teams that result in the recommendations and decisions for the allocation of resources that ensure equitable outcomes for all students	<input type="checkbox"/> Implements processes and procedures that ensure the long-term viability of effective programs and practices	<input type="checkbox"/> Analyzes relevant data and incorporates feedback in the decisions to allocate resources for professional development needs of faculty and staff	<input type="checkbox"/> Understands and can explain the importance to assess and allocate school resources to support the professional development needs of faculty and staff	Comment Required:
	<input type="checkbox"/> Analyzes school improvement data to strategically plan for the allocation of human, fiscal and technological resources to maximize outcomes for all students . . . and	<input type="checkbox"/> Seeks human, fiscal, and technological resources necessary for faculty and staff to perform their duties and maximize outcomes for all students . . . and	<input type="checkbox"/> Knows about the school budget and accounting procedures . . . and	
Appraiser Comments:				

Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.

Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Plays an active role in the development of district/regional/state/national goals and initiatives directed at improving student achievement	<input type="checkbox"/> Analyzes relevant school data in order to actively collaborate with school leadership teams to plan and execute strategies of the CIP that are aligned with the district initiatives for improving student achievement	<input type="checkbox"/> Implements district initiatives directed at improving student achievement	<input type="checkbox"/> Understands and can explain district goals and initiatives directed at improving student achievement	Comment Required:
	...and	<input type="checkbox"/> Collaborates with administrative colleagues to share best practices related to district goals and initiatives <input type="checkbox"/> Seeks internal and external opportunities to secure resources in support of the school's academic program ...and	<input type="checkbox"/> Openly and effectively communicates between and within school and district administration <input type="checkbox"/> Advocates strongly for the school and the school academic program with school district, parents/guardians, and the school community ...and	
Appraiser Comments:				

STANDARD 5: EXAMPLES OF ARTIFACTS AND/OR EVIDENCE:

- Campus Improvement Plan
- School financial information
- Master school schedule with instructional times
- Visioning documents
- Staff professional development plan
-
-
-

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Principal Evaluation Rubric – Standard 5

Principal Signature:	Date:
Appraiser Signature:	Date:
Principal Comment Attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
If comments are attached: Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

Texas Principal Evaluation & Support System

Principal Professional Development Plan

Name:	Date:
TEA ID#:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

There are three sections of the Principal Professional Development Plan. The first section, Beginning-of-year Goal Setting, may be completed by the principal following the self-assessment process. The goal, as well as activities, outcomes, and timeline, will be reviewed by the principal and his/her appraiser at the Pre-evaluation Conference. Each principal must establish at least one (1) goal. The second section, Mid-year Progress toward Goal Attainment, should be completed during the Mid-year Progress Meeting. The third section, End-of-year Goal Attainment, should be completed during the Final Evaluation and Goal Setting Meeting. The principal will use information from the Professional Development Plan and the Summary Rating Form to determine goals for the next school year.

Beginning-of-year Goal Setting Form for the Pre-evaluation Conference

Instructions: Principals should use their campus improvement plan, the district strategic priorities, and their Principal Self-assessment ratings to determine a goal for the current school year. Principals should include the Texas Principal Standards/Indicators to be addressed, utilized, and improved upon in order to achieve the goal. The strategies and actions to be taken over the course of the year should be outlined in the goal plan, along with the expected outcomes, timeline for achievement, and the resources needed for attainment. This goal should be reviewed and modified with the appraiser during the Pre-evaluation Conference. The appraiser’s ratings on the Principal Self-assessment will also be shared along with identifying data that will be expected to be collected throughout the year.

Goal:				
Texas Principal Standard(s) and Indicator(s) to be Addressed	Strategies and Actions	Expected Measurable Outcomes	Timeline for Achieving Goal	Resources Needed
Appraiser Comments:				
Principal Signature:			Date:	
Appraiser Signature:			Date:	

Mid-year: Progress Form for the Mid-year Progress Meeting

Instructions: During the Mid-year Progress Meeting, the principal and appraiser should meet to discuss progress toward goal attainment. Using the Principal Evaluation Rubric, the appraiser should indicate whether the principal is progressing or not progressing toward attainment and include a narrative of evidence of progress and/or revise the plan if necessary. The appraiser should use this form to include any relevant feedback and comments that will assist the principal and promote growth. If the principal needs to include comments, use the box below to indicate that comments are included and attached.

Goal:	<input type="checkbox"/> Progressing <input type="checkbox"/> Not Progressing
Evidence of Progress:	
Revised Plan (if necessary):	
Appraiser Comments:	
Principal comment attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
If comments are attached: Appraiser Signature:	Date:
Principal Signature:	Date:
Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

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Principal Professional Development Plan – Mid-Year: Progress toward Goal Attainment

End-of-year Goal Attainment Form for the End-of-year Performance Discussion or the Final Evaluation and Goal Setting Meeting

Instructions: During the Final Evaluation and Goal Setting Meeting, the principal and appraiser should meet to discuss the Principal Summary Ratings Form and review his or her goals. The appraiser should use the End-of-year Goal Attainment form to indicate progress in achieving the established goal(s) and provide a narrative of evidence of completion. The appraiser should use this form to include any relevant feedback and comments that will assist the principal and facilitate growth. If the principal needs to include comments, use the box below to indicate that comments are included and attached.

Goal:				<input type="checkbox"/> Goal Achieved <input type="checkbox"/> Goal Not Achieved
○ Significantly Exceeded Expectations	○ Exceeded Expectations	○ Attained	○ Progressing	○ Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, and/or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.
Evidence of Completion:				
Appraiser Comments:				

Principal comment attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
If comments are attached: Appraiser Signature:	Date:
Principal Signature:	Date:
Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according to the state and local policy for the evaluation process.

Texas Principal Evaluation & Support System

Principal Summary Rating Form for the End-of-year Performance Discussion or the Final Evaluation and Goal Setting Meeting

Name:	Date:
TEA ID #:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

The Principal Summary Rating Form is to be jointly completed by the principal and the appraiser during the Final Evaluation and Goal Setting Meeting conducted at the end of the year. A final rating should be given for each indicator, and a final overall rating should be given for each standard. The appraiser should use all data collected throughout the evaluation cycle, any completed rubrics, and submitted artifacts and evidence in this final performance evaluation. The appraiser should add comments, recommended actions for improvement, and resources needed to complete these actions to guide the principal toward continued growth.

Standard 1 – *Instructional Leadership*: The principal is responsible for ensuring every student receives high-quality instruction.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Leadership teams <input type="checkbox"/> Use of research-based school and classroom practices <input type="checkbox"/> Campus master schedule <input type="checkbox"/> Formative and summative assessments <input type="checkbox"/> Education plans for identified sub-populations <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
<p>Recommended actions for improvement:</p>					
<p>Resources need to complete the actions for improvement:</p>					

Standard 2 – *Human Capital*: The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Teacher retention data <input type="checkbox"/> Teacher professional growth plans <input type="checkbox"/> Site professional development plan <input type="checkbox"/> National Board Certified Teachers <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
<p>Recommended actions for improvement:</p>					
<p>Resources need to complete the actions for improvement:</p>					

Standard 3 – Executive Leadership: The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, and changes practice in ways that improves student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal communicates with all audiences and develops productive relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments:	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Campus leadership teams <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Visioning documents <input type="checkbox"/> Staff professional development plan <input type="checkbox"/> Teacher retention data <input type="checkbox"/> <input type="checkbox"/> 				
Recommended actions for improvement:					
Resources need to complete the actions for improvement:					

Standard 4 – *School Culture*: The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal establishes, reinforces, and monitors clear expectations for adult, staff, and student conduct, including social and emotional supports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. The principal purposefully engages families and community members in meaningful student learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal creates a safe school environment that ensures the social, emotional, and physical well-being of staff and students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. The principal applies a variety of student discipline techniques to meet the behavioral and academic needs of individual students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> Student discipline data <input type="checkbox"/> Teacher turnover data <input type="checkbox"/> School safety plan <input type="checkbox"/> Stakeholder surveys <input type="checkbox"/> Community partnerships <input type="checkbox"/> Stakeholder engagement activities <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> 				
<p>Recommended actions for improvement:</p>					
<p>Resources need to complete the actions for improvement:</p>					

Standard 5 – *Strategic Operations*: The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.

Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
a. Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocate for the needs of district students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments:</p>	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Campus Improvement Plan <input type="checkbox"/> School financial information <input type="checkbox"/> Master school schedule with instructional times <input type="checkbox"/> Visioning documents <input type="checkbox"/> Staff professional development plan <input type="checkbox"/> <input type="checkbox"/> 				
<p>Recommended actions for improvement:</p>					
<p>Resources need to complete the actions for improvement:</p>					

Principal comment attached: Yes <input type="checkbox"/> No <input type="checkbox"/>	
If comments are attached: Appraiser Signature:	Date:
Principal Signature:	Date:
Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.

Texas Principal Evaluation & Support System

Principal Record of Activities: An optional form to ensure implementation of the district's policies for evaluating principals

Name:	Date:
TEA ID#:	District E-mail:
School:	School Year:
Position:	Assignment:
Appraiser:	Appraiser Title(s):

The record of activities is an optional form intended to ensure the process for evaluating principals is followed according to district adopted policy. The appraiser and the principal will follow district approved processes for conducting the evaluation.

Use this form to record and track each component or step of the evaluation process.

Principal Record of Activities		Date	Appraiser	Principal
Self-assessment Form			<input type="checkbox"/>	<input type="checkbox"/>
Pre-evaluation Conference			<input type="checkbox"/>	<input type="checkbox"/>
Principal Professional Development Plan	<i>Beginning-of-year Goal Setting</i>		<input type="checkbox"/>	<input type="checkbox"/>
	<i>Mid-year Progress toward Goal Attainment</i>		<input type="checkbox"/>	<input type="checkbox"/>
	<i>End-of-year Goal Attainment</i>		<input type="checkbox"/>	<input type="checkbox"/>
Observations/Performance Data Collection			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
Artifacts/Evidence Record and attach the artifact/evidence submitted (e.g., example of teacher performance plan, communication plan, etc.)			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
Post-evaluation Conference			<input type="checkbox"/>	<input type="checkbox"/>
Summary Rating Form			<input type="checkbox"/>	<input type="checkbox"/>

Principal Signature:	Date:
Appraiser Signature:	Date:

The principal signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the appraiser and may reply in writing. The signature of the appraiser verifies that the report has been reviewed and that the proper process has been followed according the state and local policy for the evaluation process.



Attachment 8h



Texas Education Agency

Texas
Principal
Evaluation &
Support
System



User's Guide





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Introduction

Texas recognizes that school leadership is critical to the success of recruiting and retaining top teachers and fostering an environment where student learning flourishes. To that end, Senate Bill 1383¹ (82nd Regular Legislative Session) was codified in Section 21.3541² of the Texas Education Code. This statute directed the Texas Education Agency to accomplish the following initiatives:

- establish and administer a comprehensive appraisal and professional development system for public school principals;
- assist in developing the system and make recommendations about the training, appraisal, professional development, and compensation of principals; and
- establish school leadership standards and a set of indicators of successful school leadership to align with such training, appraisal, and professional development.



The Texas Education Agency (TEA) and the Principal Evaluation Steering Committee completed the new principal standards in 2013. These new standards are found in Chapter 149 of the Texas Administrative Code³ and are expected to serve as the foundation for the new leadership appraisal and support system.

The new standards involve best practices for principals to be effective leaders and improve student performance, primarily by reframing the central role of the principal as the instructional leader of a campus. The standards are not intended to be performance indicators used for appraisal, but instead they capture the practices toward which all principals can strive regardless of their level of experience or the context of their position. In that sense, the standards form the foundation on which the state appraisal system is built. Furthermore, the standards will assist in informing and supporting educator preparation, mentorship, professional development, and career pathway programs and systems that strengthen the educational leadership workforce in the state of Texas.

During the 2014-2015 school year TEA planned the development and pilot of the Texas Principal Evaluation and Support System (T-PESS) based on the new principal standards and in accordance with state statute. TEA is piloting T-PESS in approximately 54 school districts. The pilot participants represent a robust sample of urban, rural, and suburban schools of various sizes and geographic locations. The principal evaluation system is being planned, developed, and implemented thoughtfully with a focus on continuously improving educator performance, student results, and school productivity.

¹ Senate Bill 1383. Retrieved from outside source, retrieved 11/2014:
<http://www.capitol.state.tx.us/BillLookup/Text.aspx?LegSess=82R&Bill=SB1383>

² Section 21.3541 Texas Education Code. Retrieved from outside source 11/2014:
<http://www.statutes.legis.state.tx.us/Docs/ED/htm/ED.21.htm#21.3541>

³ Texas Administrative Code (TAC), Title 19, Part II Chapter §149.2001: Commissioner's Rules Concerning Educator Standards: Principal Standards. Retrieved from outside source, retrieved 11/14
[\(http://ritter.tea.state.tx.us/rules/tac/chapter149/\)](http://ritter.tea.state.tx.us/rules/tac/chapter149/)



As expected, TEA convened a steering committee of leaders representative of all levels of the K-12 Texas educational system, representatives from higher education leadership preparation programs, and nationally recognized experts in the field of educator effectiveness and personnel evaluation. These educational professionals were charged to design and develop a research-based system for supporting and evaluating Texas principals. The committee convened in early 2014 to begin work on the development of an evaluation instrument and supporting system that reflected the newly developed Texas Principal Standards and met the fundamental tenets of the primary purposes for evaluation and support of school principals. The instrument, supporting process, and materials were drafted and tested in late May 2014 in preparation for the first year of a two-year pilot that began in fall of the 2014-2015 school year. Results of the pilot test will strengthen the evaluation instrument, evaluation process, and implementation of Section 21.3541 of the Texas Education Code.

Purposes of T-PESS

T-PESS standardizes the evaluation process and expresses what principals should know and be able to do. The system is intended to improve communication between a supervisor and a principal with fairness, transparency, and constructive feedback. By using the results of the evaluation to guide their own professional development, principals will be able to chart a course for professional growth and development from the novice principal who is developing to an effective school leader seeking to be influential throughout the profession.

Purposes of T-PESS

Clearly defined and communicated purposes strengthen the system

- ✓ Ongoing improvement
- ✓ Systematically supporting performance
- ✓ Identify performance strengths and support gaps
- ✓ Provide constructive feedback



Key Priorities

During the development of T-PESS, the Texas Principal Evaluation Steering Committee agreed on four key priorities. The successful implementation and effective use of the system is dependent upon all stakeholders systematically attending to the priorities. Using these priorities as operating principles offers the opportunity for T-PESS to fulfill the purposes of according to the Texas Administrative Code and strengthen leadership performance across the state of Texas. The Steering Committee's key priorities are:

- Personify continuous growth and improvement
- Guide self-reflection
- Inform professional development
- Improve leadership quality

Focused attention on principal support and evaluation provides the unique opportunity to redefine and strengthen the larger system of educator quality and effectiveness. Leadership is a complex task requiring a dynamic combination of knowledge, skills, and dispositions to realize a number of outcomes, most importantly the educational needs of all students. Positive outcomes are obtained when systems of evaluation have trustworthy information about effective teaching, leading, and learning and when align with other systems across the school district. T-PESS, its purposes, and key priorities exemplify TEA's commitment to the process of ensuring that this part of the larger system is meaningful and manageable, and operates in a way that is coherent and supportive of leadership effectiveness, school productivity, and student outcomes.

Evaluation Process

T-PESS is comprised of a process (see Figure 1) that incorporates a series of actions and activities that



should be applied as ongoing and systematic rather than inconsistent and compulsory simply to comply with a policy requirement. Although the T-PESS process results in an annual summary assessment of the principal, it is intended and best used as an iterative design based on an annual process of actions and activities that self-assess, establish performance goals, collect and analyze information, and provide constructive feedback resulting in the improvement and refinement of practice. This process is intended to ultimately improve the quality and effectiveness of the principal.

Steps of the Evaluation Process

Step 1: Orientation

Each school year, districts will conduct an orientation for all principals on T-PESS. At this orientation, each principal will receive a complete set of materials outlining the evaluation process, expectations for participation, an explanation of the timeline, and ways performance will be measured. Each principal should become thoroughly familiar with T-PESS and all of the materials associated with it, including definitions and forms.



FIGURE 1: ANNUAL PRINCIPAL EVALUATION PROCESS

Step 2: Self-assessment and Goal Setting

Principals will complete a Self-assessment using the T-PESS Rubric. This Self-assessment provides the opportunity for principals to reflect on their ability to fulfill the responsibilities of leadership according to the Texas Principal Standards. In addition, the Self-assessment provides the opportunity to reflect on the challenges presented in part by Campus Improvement Plans and how principal leadership will best serve to address those challenges. Furthermore, the Self-assessment will serve as the basis for establishing professional growth goals. Performance goals can be focused on specific leadership behaviors that are intended to improve principal practice. Performance goals can also be aligned with campus improvement priorities.

Figure 1: Steps of the T-PESS Process



Step 3: Pre-evaluation Conference

The Pre-evaluation Conference provides the opportunity for the appraiser and the principal to discuss several critical topics including the principal's completed self-assessment and 1-3 goals aligned to the Campus Improvement Plans and to district priorities. The appraiser should also be able to pre-assess the principal using the T-PESS rubric, considering the current context of the school, community, and principal performance.

Principals will meet individually with the appraiser to discuss the results of the Self-assessment and the appraiser's ratings of the principal; establish performance goal(s); and discuss what artifacts and evidence the principal and appraiser believe are critical to understanding and fairly appraising the principal's performance. The principal and appraiser will agree on the data, evidence, and documentation applicable to the principal's goals.

Data Collection

The principal will collect the data agreed upon in Step 3. These data may include the artifacts listed for each standard on the rubric; feedback from parents, students, and the school community; documentation of professional development completed during the year; and other data to document achievement of performance goals. The appraiser will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community. Data collection will happen throughout the evaluation cycle.

The Pre-evaluation Conference is not intended to determine final performance ratings of the principal, but to have an honest dialog about performance improvement, leadership effectiveness, and strategies to improve school productivity and student outcomes.

Step 4: Mid-year Progress Meeting

Principals will meet individually with the appraiser to discuss the principal's progress toward achieving his or her performance goal(s). This Mid-year Progress Meeting will focus on the status of goal attainment and mid-year adjustments to action plans that must be made in order to achieve goals by the end of the school year. This meeting should also include a review of the Principal Evaluation Rubric and should result in completion of the Mid-Year Progress Form. As a result of this discussion, every principal should have a clear understanding of his or her performance trajectory, final effectiveness ratings, and likelihood of accomplishing goal(s).

Step 5: Consolidated Performance Assessment

The principal will synthesize data (artifacts and evidence) as specified in his/her performance improvement goals. In addition, principals may collect additional information obtained throughout the evaluation cycle in order to prepare a Consolidated Performance Assessment or comprehensive view of their performance throughout the year. This brief summary is not intended as a portfolio but should be a concise review of artifacts, evidence, and information used in consideration to evaluate performance. The Consolidated Performance Assessment should be provided to the appraiser in advance of the performance discussion, at which final performance ratings will be discussed.



Step 6: End-of-year Performance Discussion

The principal and appraiser will meet at the school to discuss completing the evaluation process. They will discuss the Consolidated Performance Assessment information and the principal's attainment of his or her performance goals and any additional information that would assist in more accurate and fair summary ratings. The appraiser should prepare in advance of the meeting. Should additional information be needed for the discussion, the principal will have ample opportunity to make the information available. If time permits and the appraiser and principal agree on the final performance ratings and goals are attained, then Step 7 may be completed at this time.

Step 7: Final Evaluation and Goal Setting

Providing final ratings and goal attainment were not completed during the Step 6: End-of-year Performance Discussion, the appraiser will schedule the Final Evaluation and Goal Setting Meeting. At this meeting, the appraiser and the principal will review and discuss any additional information that may be relevant to fairly and accurately assign final performance ratings, draft performance goals, and discuss recommendations and support for performance improvement for the subsequent year based on the current year results. The appraiser and principal will then sign and submit all required forms to complete the evaluation process. The following forms are required during each evaluation cycle:

- Self-assessment using the T-PESS Rubric
- Appraiser assessment using the T-PESS Rubric
- Professional Development Plan:
 - Beginning-of-year Goal Setting Form
 - Mid-year Progress Form toward Goal Attainment
 - End-of-year Goal Attainment Form
- Summary Rating Form

Timeline and Schedule

It is important for districts to consider and establish timelines and schedules (see Table 1 for example) of when specific actions and activities should be completed related to the seven-step process. For example, consider your calendars (traditional or year-round) and make sure that all stakeholders involved with the evaluation of principals know, understand, and comply with your established schedules and timelines.

T-PESS Timeline

Due	Orientation	Aug. 10
Dates	Self-assessment	Sept. 5
	Goals	Sept. 7



Table 1: Example of an estimated timeline for completing the T-PESS process

T-PESS Timeline					
Step 1: Prior to the beginning of the school year	Step 2: During the first three weeks of the school year	Step 3: During the first five weeks of the school year	Step 4: At or near the end of the 1 st semester	Step 5: One month prior to the end of the school year	Step 6 & 7: At or near the end of the school year

T-PESS Timeline Checklist

The biggest advantage of a timeline (see Table 2 for an example timeline checklist) is to ensure fidelity and consistency to a process. The example below may not constitute all actions and activities required by a school district related to the support and evaluation of their principals, but it provides a starting point for consideration.

A set timeline should align with established and required policies and state statutes. Furthermore, the timeline must be congruent and not be in conflict with other district calendars, schedules, and timelines. Below is a checklist for school districts as they consider the T-PESS process.

Table 2: Example Evaluation Process Checklist

Activity	Date
Orientation	
Self-assessment Form	
Beginning-of-year Goal Setting Form	
Pre-evaluation Conference	
School Site Visit(s)	
Mid-year Progress toward Goal Attainment Form	

Mid-year Progress Meeting	
Consolidated Performance Assessment	
Summary Rating Form	
End-of-year Performance Discussion	
End-of-year Goal Attainment Form	
Final Evaluation and Goal Setting Meeting	

Roles and Expectations

For T-PESS to fulfill the purpose of evaluation and realize the key priorities of the Texas Principal Evaluation Steering Committee, stakeholders need to know and understand their roles and expectations. Stakeholder responsibilities link directly to processes and practices associated with effective implementation and use of any system – specifically T-PESS.

T-PESS Expectations

Principal

-
- Know the Standards
- Understand T-PESS
- Gather data & artifacts
-

Appraiser

-
- Know the Standards
- Participate in training
- Supervise T-PESS
-



Principal Expectations:

- Know and understand the Texas Principal Standards.
- Understand T-PESS.
- Prepare for the Pre-evaluation Conference, including a Self-assessment, identification of performance goals, and identification of change initiatives underway at his or her school.
- Gather data, artifacts, evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals in areas individually or collaboratively identified.
- Participate in the Mid-year Progress Meeting, the End-of-year Performance Discussion, and the Final Evaluation Goal Setting Meeting.
- Draft goal(s) for the subsequent year based on the final evaluation.




Appraiser Expectations:

- Know and understand the Texas Principal Standards.
- Participate in professional development to understand and implement T-PESS.
- Supervise T-PESS and ensure that all steps are conducted according to the approved process.
- Identify the principal's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Summary Rating Form contain accurate information and accurately reflects the principal's performance.
- Understand the context and environment in which the principal must work and leverage skills and knowledge required to implement T-PESS to benefit leadership improvement and school performance.
- Effectively participate in the Mid-year Progress Meeting, the End-of-year Performance Discussion, and the Final Evaluation Goal Setting Meeting.

Texas Principal Standards

The Texas Principal Standards have been developed and utilized in T-PESS in accordance with Chapter 149 of the Texas Administrative Code. The standards imply what principals should know and be able to do in order to improve school productivity and increase student achievement and outcomes. When principals use the standards as a guide, they will have the opportunity to continually reflect upon and improve their effectiveness as leaders throughout all of the stages of their careers. Although there are many influences on a school leader's development, these standards will serve as an important tool for principals as they consider their growth and development as executives leading schools in the 21st century.

TEA Principal Standards



Instructional Leadership
Human Capital
Executive Leadership
School Culture
Strategic Operations

Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.

Effective principals prioritize instruction and student achievement by developing and sharing a clear definition of high-quality instruction based on best practices from research. They implement a rigorous curriculum aligned with state standards. They analyze the curriculum to ensure that teachers align content across grades and that those curricular scopes and sequences meet the particular needs of their diverse student populations. They model instructional strategies and set expectations for the content, rigor, and structure of lessons and unit plans. They dedicate a part of each day to monitoring and improving instruction by visiting classrooms, giving formative feedback to teachers, and attending grade or team meetings.

In schools led by effective principals (instructional leaders), data are used to determine instructional decisions and monitor progress. Principals implement common interim assessment cycles to track classroom trends and determine appropriate interventions. Staff have the capacity to use data to drive effective instructional practices and interventions. The principal's focus on instruction results in a school filled with effective teachers who can describe, plan, and implement strong instruction and in classrooms filled with students actively engaged in cognitively challenging and differentiated activities.

Indicators

Rigorous and aligned curriculum and assessment

1a. The principal implements rigorous curricula and assessments aligned with state standards, including college and career readiness standards.

Effective instructional practices

1b. The principal develops high-quality instructional practices among teachers that improve student performance.



Data-driven instruction and interventions

1c. The principal monitors multiple forms of student data to inform instructional and intervention decisions to maximize student achievement.

Maximize learning for all students

1d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.

Standard 2 – Human Capital: *The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.*

Effective principals focus on key issues related to human capital. They treat faculty/staff members as their most valuable resource and invest in the development, support, and supervision of the staff. They ensure all staff has clear goals and expectations that guide them and by which they are assessed. They are strategic in selecting and hiring candidates whose vision aligns with their school's vision and whose skills match the school's needs. They ensure that, once hired, teachers develop and grow by building layered supports that include regular observations, actionable feedback, coaching, and schoolwide supports so that teachers know how they are performing. They facilitate professional learning communities to review data and support development. They create opportunities for effective teachers and staff to take on a variety of leadership roles and delegate responsibilities to staff and administrators on their leadership team. They use data from multiple points of the year to complete accurate evaluations of all staff, using evidence from regular observations, student data, and other sources to evaluate the effectiveness of teachers and staff.

In schools with effective principals, faculty and staff understand how they are being evaluated and what the expectations are for their performance. Staff can identify areas of strength and have opportunities to practice and receive feedback on growth areas from the leadership team and peers. Staff evaluation data show variation based on effectiveness but also show improvement across years, as development and retention efforts take effect. Across the school, faculty and staff support each other's development through regular opportunities for collaboration.

Indicators

Targeted selection, placement, and retention

2a. The principal selects, places, and retains effective teachers and staff.

Tailored development, feedback, and coaching

2b. The principal coaches and develops teachers by giving individualized feedback and aligned professional development opportunities.

Staff collaboration and leadership

2c. The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

Systematic evaluation and supervision

2d. The principal conducts rigorous evaluations of all staff using multiple data source.



Standard 3 – Executive Leadership: *The principal is responsible for modeling a consistent focus and personal responsibility for improving student outcomes.*

Effective principals take personal responsibility for the success of the school. They motivate the school community by modeling a relentless pursuit of excellence. They are reflective in their practice and strive to continually improve, learn, and grow. They acknowledge mistakes while remaining focused on solutions and are not stymied by challenges or setbacks. When a strategy fails, these principals analyze data, assess implementation, and talk with stakeholders to understand what went wrong and how to adapt strategies moving forward. They keep staff inspired and focused on the end goal even as they support effective change management. They have strong communication skills and understand how to communicate a message in different ways to meet the needs of various audiences. They are willing to listen to others and create opportunities for staff and stakeholders to provide feedback. They treat all members of the community with respect and develop strong, positive relationships with them.

Effective principals build a supportive and adaptive context for identifying the right work, sustaining improvement, managing change, and emphasizing leadership practices positively associated with student achievement. Waters & Cameron (2007) suggest that:

“Everything that happens in a school happens within the context of a community. School communities are comprised of students, parents, teachers and other school staff members, central office administrators and support personnel, the school board, other social agencies, and businesses. The more this diverse community is able to coalesce around shared purposes, the more sustainable and effective the school’s change efforts will be.”

The impact of principal leadership on school productivity, instructional quality, and student achievement is instrumental in developing a purposeful community. Accordingly, a first priority of school leaders is to work with teachers and key community leaders to develop and maintain a strong, intentional, and purposeful community.

Indicators

Resiliency and change management

3a. The principal remains solutions-oriented, treats challenges as opportunities, and supports staff through changes.

Commitment to ongoing learning

3b. The principal proactively seeks and acts on feedback, reflects on personal growth areas and seeks development opportunities, and accepts responsibility for mistakes.

Communication and interpersonal skills

3c. The principal tailors communication strategies to the audience and develops meaningful and positive relationships.

Ethical Behavior

3d. The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates the moral imperative to educate all children and follows practices and procedures of his or her respective district.



Standard 4 – School Culture: *The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.*

Effective principals leverage the schools' culture to drive improved outcomes and to create high expectations. They establish and implement a shared vision of high achievement for all students and use that vision as the foundation for key decisions and priorities for the school. They establish and communicate consistent expectations for staff and students, providing supportive feedback to ensure a positive campus environment. They focus on students' social and emotional development and help students develop resiliency and self-advocacy skills. They treat families as key partners to support student learning, creating structures for two-way communication and reporting regular updates on student progress. Regular opportunities exist for both families and the community to engage with the school and participate in school functions.

In schools with effective principals, staff believes in and is inspired by the school vision and has high expectations for all students. Staff takes responsibility for communicating the vision in their classrooms and for implementing behavioral expectations throughout the building, not only in their own classrooms. Teachers regularly communicate with the families of their students to provide updates on progress and actively work with families to support learning at home.

Indicators

Shared vision of high achievement

4a. The principal develops and implements a shared vision of high expectations for students and staff.

Culture of high expectations

4b. The principal establishes and monitors clear expectations for adult and student conduct and implements social and emotional supports for students.

Intentional family and community engagement

4c. The principal engages families and community members in student learning.

Safe school environment

4d. The principal creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students.

Discipline

4e. The principal uses a variety of student discipline techniques to meet the behavioral and academic needs of individual students.



Standard 5 – Strategic Operations: *The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.*

Effective principals assess the current needs of their schools, reviewing a wide set of evidence to determine the schools' priorities, in order to set ambitious and measurable school goals, targets, and strategies that form the schools' strategic plans. With their leadership teams, they regularly monitor multiple data points to evaluate progress towards goals, adjusting strategies that are proving ineffective. They develop a year-long calendar and daily schedule that strategically use time to both maximize instructional time and create regular time for teacher collaboration and data review. They are deliberate in the allocation of resources (staff time, dollars, and tools), aligning them to the school priorities and goals, and they work to access additional resources as needed to support learning. They treat central office staff as partners in achieving goals and collaborate with staff throughout the district to adapt policies as needed to meet the needs of students and staff.

In schools with effective principals, faculty and staff have access to resources needed to meet the needs of all students. Staff understands the goals and expectations for students, has clear strategies for meeting those goals, and has the capacity to track progress. Members of the staff collaborate with the principal to develop the school calendar. Teacher teams and administrator teams meet regularly to review and improve instructional strategies and analyze student data. Throughout the year, all staff participates in formal development opportunities that build the capacity to identify and implement strategies aligned to their school's improvement goals.

Indicators

Strategic planning

5a. The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that improves teacher effectiveness and student outcomes.

Maximized learning time

5b. The principal implements daily schedules and a year-long calendar that plan for regular data-driven instruction cycles, give students access to diverse and rigorous course offerings, and build in time for staff professional development.

Tactical resource management

5c. The principal aligns resources with the needs of the school and effectively monitors the impact on school goals.

Policy implementation and advocacy

5d. The principal collaborates with district staff to implement and advocate for district policies that meet the needs of students and staff.

T-PESS Rubric Design

The T-PESS rubric was developed to align with and exemplify the Texas Principal Standards. The rubric serves as the foundation of T-PESS. It should be used throughout the process to inform principal practice and monitor progress toward consistently using practices that leadership research has identified as necessary to improve instructional quality and school productivity and increase student achievement. The Texas Principal Evaluation Steering Committee applied a unique theory of action to the design of the rubric. As a result, the T-PESS rubric personifies a formative, growth-oriented approach to leadership assessment.



The rubric contains four main components. Figure 2 illustrates a section of the rubric and identifies the four components. The complete rubric can be found at the end of the User’s Guide.

Each standard is formatted as follows:

- **Performance Standard:** The broad category of the principal’s knowledge and skills
- **Indicator:** A part or aspect of the standard, especially one that is essential or characteristic to overall intent and meaning of the standard
- **Performance Descriptors:** An item or term that has the function of describing or identifying knowledge, skills, and dispositions that are intended to describe leadership
- **Performance Level:** A classification or ranking of performance based on generalized descriptors related to knowledge, skills, and dispositions of performance

Performance Standard	<p>Standard 1 – Instructional Leadership: The principal is responsible for ensuring every student receives high-quality instruction.</p> <p>Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.</p> <table border="1"> <thead> <tr> <th>Distinguished</th> <th>Accomplished</th> <th>Proficient</th> <th>Developing</th> <th>Not Demonstrated Needs Improvement</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards </td> <td> <ul style="list-style-type: none"> Monitors the fidelity of curriculum implementation Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources </td> <td> <ul style="list-style-type: none"> Has a clearly defined plan for implementing the district approved curriculum Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum </td> <td> <ul style="list-style-type: none"> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards </td> <td> <p>Comment Required:</p> </td> </tr> <tr> <td> <ul style="list-style-type: none"> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes </td> <td> <ul style="list-style-type: none"> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas </td> <td> <ul style="list-style-type: none"> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement </td> <td> <ul style="list-style-type: none"> Understands and is knowledgeable about assessment (formative & summative) practices and uses and their effect on student learning </td> <td></td> </tr> <tr> <td style="background-color: #FFC0CB; text-align: center;">Indicator</td> <td style="background-color: #D3D3D3; text-align: center;">Performance Level</td> <td style="background-color: #E6E6FA; text-align: center;">Performance Descriptors</td> <td colspan="2">Appraiser Comments:</td> </tr> </tbody> </table>	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement	<ul style="list-style-type: none"> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards 	<ul style="list-style-type: none"> Monitors the fidelity of curriculum implementation Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources 	<ul style="list-style-type: none"> Has a clearly defined plan for implementing the district approved curriculum Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum 	<ul style="list-style-type: none"> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards 	<p>Comment Required:</p>	<ul style="list-style-type: none"> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes 	<ul style="list-style-type: none"> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas 	<ul style="list-style-type: none"> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement 	<ul style="list-style-type: none"> Understands and is knowledgeable about assessment (formative & summative) practices and uses and their effect on student learning 		Indicator	Performance Level	Performance Descriptors	Appraiser Comments:	
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Indicator																					
Performance Level																					
Performance Descriptors																					

Figure 2: T-PESS rubric components

Performance Levels

The following levels will be used:

- **Distinguished** - Principal consistently and significantly exceeded proficiency on standard(s) of performance. Direct comment is required.
- **Accomplished** - Principal exceeded proficiency on standard(s) of performance most of the time.
- **Proficient** - Principal demonstrated competent performance on the standard.
- **Developing** - Principal demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate proficiency on standard(s) of performance.
- **Not Demonstrated/Needs Improvement**: Principal did not demonstrate competence on achieving standard(s) of performance. Direct comment is required.

Performance Indicators

Each standard is supported by a four or five indicators. Each indicator provides general expectations for what the principal should know and be able to do in order to meet the performance expectations of the standard. The descriptors that describe and differentiate the leadership practices are detailed horizontally across the rating scale. Figure 3 illustrates how the performance indicators (leadership practices) are emphasized across the rating scale.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.					
Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.					
	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
Indicator addresses Curriculum and Assessment	<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input type="checkbox"/> Has a clearly defined plan for implementing the district approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required:
Practices addressing Curriculum					
Practices addressing Assessment	<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas	<input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement	<input type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	
Appraiser Comments:					

Figure 3: Horizontal alignment of leadership practices

When leaders collectively emphasize the descriptors (vertically) within a rating scale they are exemplifying the intent of the indicator at that particular performance level.

Performance Descriptors

The descriptors detailed in each performance level of T-PESS address the inadequacies of previous evaluation systems (Weisberg, Sexton, Mulhern, & Keeling, 2009) that lacked the specificity to differentiate performance across ratings. Each indicator within each standard includes descriptors (leadership practices) that are associated with evidence-based research (Marzano, Waters, & McNulty, 2005) and principal competencies stressed in nationally recognized leadership standards (ISLLC, 2008).

Research-based Responsibilities and Practices

To further strengthen T-PESS, the Steering Committee utilized research on effective school-level leadership (Waters & Cameron, 2007; Marzano et al., 2005; Waters, Marzano, & McNulty, 2003). Results from the study identified 21 specific leadership responsibilities and 66 associated practices that have a statistically significant link between principal leadership and student achievement.

Table 3: Research-based Leadership Responsibilities and Practices

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
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Responsibility	Avg. r	The extent to which the principal...	Associated Practices
Affirmation	.19	Recognizes and celebrates school accomplishments and acknowledges failures	<ul style="list-style-type: none"> Systematically and fairly recognizes the accomplishments of teachers and staff Systematically and fairly recognizes and celebrates the accomplishments of students Systematically and fairly recognizes the failures of and celebrates the accomplishments of the school as a whole
Change agent	.25	Is willing to and actively challenges the status quo	<ul style="list-style-type: none"> Consciously challenges the status quo Is willing to lead change initiatives with uncertain outcomes Systematically considers new and better ways of doing things Consistently attempts to operate at the edge versus the center of the school's competence
Communication	.23	Establishes strong lines of communication with teachers and among students	<ul style="list-style-type: none"> Is easily accessible to teachers and staff Develops effective means for teachers and staff to communicate with one another Maintains open and effective lines of communication with teachers and staff
Contingent rewards	.24	Recognizes and rewards individual accomplishments	<ul style="list-style-type: none"> Uses performance versus seniority as the primary criteria for rewards and recognition Uses hard work and results as the basis for rewards and recognition Recognizes individuals who excel
Culture	.25	Fosters shared beliefs and a sense of	<ul style="list-style-type: none"> Promotes a sense of well-being among teachers and staff

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
© 2015 McREL International			
Responsibility	Avg. r	The extent to which the principal...	Associated Practices
		community and cooperation	<ul style="list-style-type: none"> Promotes cohesion among teachers and staff Develops an understanding of purpose among teachers and staff Develops a shared vision of what the school could be like Promotes cooperation among teachers and staff
Discipline	.27	Protects teachers from issues and influences that would detract from their teaching time or focus	<ul style="list-style-type: none"> Protects instructional time from interruptions Protects/shelters teachers and staff from internal and external distractions
Flexibility	.28	Adapts his or her leadership behavior to the needs of the current situation and is comfortable with dissent	<ul style="list-style-type: none"> Is comfortable with making major changes in how things are done Encourages people to express diverse opinions contrary to those held by individuals in positions of authority Adapts leadership style to the needs of specific situations Is directive or non-directive as the situation warrants
Focus	.24	Establishes clear goals and keeps those goals in the forefront of the school's attention	<ul style="list-style-type: none"> Establishes high, concrete goals and expectations that all students meet them Establishes high, concrete goals for curriculum, instruction, and assessment practices within the school Establishes high, concrete goals for the general functioning of the school Continually keeps attention on established goals
Ideals and beliefs	.22	Communicates and operates from strong ideals and beliefs about schooling	<ul style="list-style-type: none"> Possesses well-defined beliefs about schools, teaching, and learning Shares beliefs about school, teaching, and learning with the teachers and staff Demonstrates behaviors that are consistent with beliefs
Input	.25	Involves teachers in the design and implementation of important decisions	<ul style="list-style-type: none"> Provides opportunities for teacher and staff input on all important decisions Provides opportunities for teachers and staff to be involved in developing school policies Uses leadership teams in decision-making
Intellectual stimulation	.24	Ensures that the faculty and staff are aware of the most current theories and practices and makes the discussion of these a regular aspect of the	<ul style="list-style-type: none"> Keeps informed about current research and theory on effective schooling Continually exposes teachers and staff to cutting-edge research and theory on effective schooling Fosters systematic discussion regarding current research and theory on effective schooling

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
© 2015 McREL International			
Responsibility	Avg. r	The extent to which the principal...	Associated Practices
		school culture	
Involvement in curriculum, instruction, and assessment	.20	Is directly involved in the design and implementation of curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> Is directly involved in helping teachers design curricular activities and address assessment and instructional issues
Knowledge of curriculum, instruction, and assessment	.25	Is knowledgeable about current curriculum, instruction, and assessment practices	<ul style="list-style-type: none"> Possesses extensive knowledge about effective curricular, instructional, and assessment practices Provides conceptual guidance regarding effective classroom practices
Monitor and evaluate	.27	Monitors the effectiveness of school practices and their impact on student learning	<ul style="list-style-type: none"> Continually monitors the effectiveness of the school's curricular practices Continually monitors the effectiveness of the school's instructional practices Continually monitors the effectiveness of the school's assessment practices Remains aware of the impact of the school's practices on student achievement
Optimize	.20	Inspires and leads new and challenging innovations	<ul style="list-style-type: none"> Inspires teachers and staff to accomplish things that might be beyond their grasp Is the driving force behind major initiatives Portrays a positive attitude about the ability of teachers and staff to accomplish substantial things
Order	.25	Establishes a set of standard operating procedures and routines	<ul style="list-style-type: none"> Provides and reinforces clear structures, rules, and procedures for teachers and staff Provides and reinforces clear structures, rules, and procedures for students Establishes routines for the effective running of the school that teachers and staff understand and follow
Outreach	.27	Is an advocate and spokesperson for the school to all stakeholders	<ul style="list-style-type: none"> Ensures the school complies with all district and state mandates Is an advocate of the school with the community at large Is an advocate of the school with parents Is an advocate of the school with central office
Relationships	.18	Demonstrates awareness of personal aspects of teachers and staff	<ul style="list-style-type: none"> Is informed about significant personal issues within the lives of teachers and staff Maintains personal relationships with teachers and staff Is aware of the personal needs of teachers and staff Acknowledges significant events in the lives of teachers and staff
Resources	.25	Provides teachers with materials and	<ul style="list-style-type: none"> Ensures that teachers and staff have the necessary materials and equipment

Balanced Leadership – 21 Principal Responsibilities & 66 Associated Practices			
© 2015 McREL International			
Responsibility	Avg. r	The extent to which the principal...	Associated Practices
		professional development necessary for the successful execution of their jobs	<ul style="list-style-type: none"> Ensures that teachers and staff have the necessary professional development opportunities that directly enhance their teaching
Situational awareness	.33	Is aware of the details and the undercurrents in the running of the school and uses this information to address current and potential problems	<ul style="list-style-type: none"> Is aware of informal groups and relationships among teachers and staff Is aware of the issues in the school that have not surfaced but could create discord Accurately predicts what could go wrong from day to day
Visibility	.20	Has quality contacts and interactions with teachers and students	<ul style="list-style-type: none"> Makes systematic and frequent visits to the classroom Is highly visible to students, teachers, and parents Has frequent contact with students

The 21 leadership responsibilities have been strategically placed in a framework that simplifies the complex and demanding job of the principal. The framework helps principals to *select the right work, effectively manage change* to implement strategic initiatives and priorities, and build resilient, *purposeful communities* of practice that contribute to improving student outcomes. The 21 leadership responsibilities are used in T-PESS to anchor principal practices to the Texas Principal Standards.

Principal Competencies

A competency is a combination of knowledge (factual and experiential) and skills that one needs to do something effectively and efficiently--in this case, implement T-PESS. According to McREL’s learning taxonomy (Waters & Cameron, 2007), factual knowledge is simply “knowing” content. Experiential knowledge is the knowledge one gains from understanding; it is knowing the when and why. Skills bring structure to experiential knowledge. It is when one can put his or her accumulated knowledge into a series of steps that, if followed, will lead to effective practice.

There are many competencies embedded within the descriptors in the T-PESS rubric. These competencies are adapted from the nationally recognized Interstate School Leaders Licensure Consortium (ISLLC, 2008) school leadership standards developed by the Council of Chief State School Officers (CCSSO). The principal may or may not personally possess all of these competencies but must ensure that a team is in place on his or her campus that not only possesses them but can effectively and efficiently execute them. Although the principal may not personally possess them all, he or she is still responsible for their effective use in the various leadership practices.

The competencies listed below can be applied to multiple standards and indicators and are essential to



principals' success as school leaders. The competencies are listed to emphasize their importance and to strengthen T-PESS.

- **Communication** – Effectively listens to others; clearly and effectively presents and understands information orally and in writing; acquires, organizes, analyzes, interprets, and maintains information needed to achieve school or team objectives.
- **Change Management** – Effectively engages staff and community in the change process in a manner that ensures their support of the change and its successful implementation.
- **Conflict Management** – Anticipates or seeks to resolve confrontations, disagreements, or complaints in a constructive manner.
- **Creative Thinking** – Engages in and fosters an environment for others to engage in innovative thinking.
- **Customer Focus** – Sees students as customers of the work of schooling, understands the servant nature of leadership, and acts accordingly.
- **Delegation** – Effectively assigns work tasks to others in ways that provide learning experiences for them and in ways that ensure the efficient operation of the school.
- **Dialogue/Inquiry** – Is skilled in creating a risk-free environment for engaging people in conversations that explore issues, challenges, or bad relationships that are hindering school performance.
- **Emotional Intelligence** – Is able to manage oneself through self-awareness and self-management and manage relationships through empathy, social awareness, and relationship management. This competency is critical to building strong, transparent, trusting relationships throughout the school community.
- **Environmental Awareness** – Becomes aware of and remains informed about external and internal trends, interests, and issues with potential impacts on school policies, practices, procedures, and positions.
- **Global Perspective** – Understands the competitive nature of the new global economy and is clear about the knowledge and skills students will need to be successful in this economy.
- **Judgment** – Effectively reaching logical conclusions and making high-quality decisions based on available information; giving priority and caution to significant issues; analyzing and interpreting complex information.
- **Organizational Ability** – Effectively plans and schedules one's own work and the work of others so that resources are used appropriately, such as scheduling the flow of activities and establishing procedures to monitor projects.
- **Personal Ethics and Values** – Consistently exhibits high standards in the areas of honesty, integrity, fairness, stewardship, trust, respect, and confidentiality.
- **Personal Responsibility for Performance** – Proactively and continuously improves performance by focusing on needed areas of improvement and enhancement of strengths; actively seeks and effectively applies feedback from others; takes full responsibility for one's own achievements.
- **Responsiveness** – Does not leave issues, inquiries, or requirements for information go unattended; creates a clearly delineated structure for responding to requests/situations in an expedient manner.



- **Results Orientation** – Effectively assumes responsibility. Recognizes when a decision is required. Takes prompt action as issues emerge. Resolves short-term issues while balancing them against long-term goals.
- **Sensitivity** – Effectively perceives the needs and concerns of others; deals tactfully with others in emotionally stressful situations or in conflict; knows what information to communicate and to whom; relates to people of varying ethnic, cultural, and religious backgrounds.
- **Systems Thinking** – Understands the interrelationships and impacts of school and district influences, systems, and external stakeholders and applies that understanding to advancing the achievement of the school or team.
- **Technology** – Effectively utilizes the latest technologies to continuously improve the management of the school and enhance student instruction.
- **Time Management** – Effectively uses available time to complete work tasks and activities that lead to the achievement of desired work or school results. Runs effective meetings.
- **Visionary** – Encourages “imagineering” by creating an environment and structure to capture stakeholder dreams of what the school could become for all the students.

Instructions for Completing T-PESS

Training

Before the opening of school, every educator without prior experience using T-PESS must receive training by a TEA-approved training provider. TEA utilizes its system of Regional Education Service Centers to provide the training and support necessary to make T-PESS meaningful, manageable, and productive. Each Regional Education Service Center has identified a cadre of professional staff that have received facilitator training, undergone quality assurance, and are authorized to deliver T-PESS to school districts located in their geographic region.



This system of support and the required training process helps ensure everyone has the same declarative and procedural knowledge to effectively use T-PESS and apply the evaluation process. Well-trained and knowledgeable users help ensure the reliability of the rubric and system, therefore making it more likely that results of the evaluation will be valid.

Orientation

Orientation is an important step in the process of implementing and maintaining the intensity and fidelity of T-PESS. This precursor to the annual evaluation process is intended for all principals and those authorized to appraise principal performance. The orientation session can be conducted in such a manner that best fits a school district's calendar. For example, it can be conducted as a large group session, delivered in smaller group settings, or individually. Orientation is an important step in the process because it:

- Provides the appraiser and the principal with concise and accurate information regarding T-PESS;
- Ensures that all appraisers and principals understand their roles and responsibilities;
- Details the T-PESS process and provides a specific timeline for when required actions and activities are due;
- Addresses and communicates any regulations and policies that govern principal evaluation;
- Explains how performance will be measured.

At the Orientation, each appraiser and the principal should receive a complete set of materials and become thoroughly familiar with T-PESS and all of the materials associated with it, including definitions and forms.

Self-assessment and Goal Setting

The Self-assessment is intended to facilitate collaborative conversations between the principal and appraiser to share and develop a common understanding of professional practice and performance expectations. The Self-assessment is not to be used in making final judgments about performance nor to promote a conversation between the principal and appraiser in which each is trying to convince the other of particular performance ratings.

Including self-assessment as a step in the process of principal evaluation is a powerful technique to improve principal performance. Self-assessment provides principals the opportunity to consider past feedback received from peers and appraisers and how their current practice fulfills the knowledge and skills implied by the Texas Principal Standards and detailed within the evaluation rubric. Ross and Bruce (2005) provide several primary advantages and outcomes resulting from using self-assessment in teacher performance that can be applied and used by principals and their appraisers. The primary advantages of completing and using a self-assessment include:

1. Principals are able to modify and clarify their definition of excellence. Since the rubric provides a scaffolding of knowledge and skills, principals can identify specific practices on which to compare their performance against expected performance measures.
2. The rubric provide clear descriptors of performance, and the Self-assessment assists with identifying discrepancies between actual and desired performance.
3. The self-assessment process assists the principal and his or her appraiser to select improvement goals by providing clear standards of leadership and discussing opportunities to find gaps between desired and actual practices. It is within this analysis and ongoing conversation between the principal and their appraiser that immediate and realistic goals can be monitored and supported throughout the evaluation cycle.
4. The Self-assessment tool, particularly the rubric, facilitates communication between the principal and the appraiser. It provides them with a common language for talking about instruction, district-adopted models of professional practice and the various levels of performance associated with the rating scale.

Completing the Self-assessment

Engaging in and completing the Self-assessment (process step 2) is time well spent. Typically, this process takes 15–30 minutes, depending on the principal’s experience using T-PESS. Before beginning, principals should reflect on their past performance in determining how well they know and have performed the leadership practices characterized by the descriptors within each standard and identify those that have proven to be a challenge. In addition, thinking about past feedback the principal has received from appraisers, supervisors, and colleagues will be helpful in framing thoughts about performance.

Principals will use the T-PESS rubric to complete their Self-assessment to reflect on and benchmark their performance. The rubric is designed in such a manner that knowledge and skills scaffold down each rating and across to the next rating level, hence the “...and” at the bottom of the *Proficient*, *Accomplished*, and *Distinguished* levels. The procedure (see Figure 4) for completing the Self-assessment:

1. Begin with Standard 1, Indicator 1a.
2. Start with the “*Developing*” rating column. Read down and mark the descriptors that you believe you know and do consistently well.
3. Move across to the next column. Read down and mark the descriptors on which you believe you do consistently well, continuing the process through the *Distinguished* level.
4. If no marks can be confidently made throughout the indicator, then write a brief comment in the “*Not Demonstrated/Needs Improvement*” box that will remind you to discuss this particular indicator with your appraiser.
5. Replicate this process for each of the standards and supporting indicators.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input checked="" type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input checked="" type="checkbox"/> Has a clearly defined plan for implementing the district approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input checked="" type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required:
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas	<input checked="" type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement	<input checked="" type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	
Appraiser Comments:				

1. Begin in the “Developing Column.”
2. Read down and check the descriptors you consistently and effectively perform.
3. Move to the next column and repeat the process through the distinguished column marking **ONLY** the descriptors that you consistently and effectively perform.
4. If no marks can be confidently made throughout the indicator, then write a brief comment in the “*Not Demonstrated/Needs Improvement*” box.
5. Replicate this process for each of the Standards and supporting indicators.

Figure 4: Process and example of completing the Self-assessment

To help principals with this procedure, it is recommended that principals use a learning taxonomy to help guide an accurate and reflective analysis of performance (McREL, 2005). As principals read through and mark the individual descriptors within each standard, they should consider:

1. What they know about the knowledge, skills, and dispositions inferred about the descriptor (Declarative Knowledge)
2. How they specifically meet the expectations of that descriptor (Procedural Knowledge) and what artifacts and evidence would substantiate their performance
3. When would they have applied the skills and strategies inferred about the descriptor (Contextual Knowledge)
4. Why the skills and knowledge inferred about the descriptor are important for student success (Experiential Knowledge)

The Self-assessment can be utilized multiple times during the school year. Doing so continues to reinforce performance expectations but, more importantly, keeps performance improvement at the forefront of conversations between the principal and appraiser. Additionally, it is not necessary to



complete the rubric for every standard beyond the initial required instance if the self-assessment is utilized multiple times throughout the year. It is good practice for principals to complete periodic self-assessments using the rubric, although a minimum of one complete Self-assessment is required. It is recommended that a complete self-assessment occur at or near the beginning of the school calendar year.

Professional Development Plan

The Professional Development Plan is an essential part of the principal evaluation process (McGreal, 1983). Goal setting, progress monitoring, and goal attainment, as part of professional development planning, is the continuous process of acquiring and refining the knowledge and skills necessary to execute the educational and instructional practices required to improve student achievement. Planning and goal setting focus principals and supervisors on improving and refining practice (Dean, Stone, Hubbell, & Pitler, 2012). The professional development planning process requires a collaborative effort between the appraiser and principal to monitor progress toward goals and eventually determine goal attainment.

The T-PESS Professional Development Plan constitutes three main parts:

1. Beginning-of-year Goal Setting
2. Mid-year Progress toward Goal Attainment
3. End-of-year Goal Attainment

Monitoring, evaluating, and providing constructive feedback on the progress and attainment of individual performance goals must occur throughout the course of the evaluation cycle. Crucial points during the year, however, provide opportunities to formally address progress and take corrective actions when necessary. Formal opportunities to address the Professional Development Plan occur during the development of the plan, at the Mid-year Progress Meeting, and at the End-of-year Performance Discussion.

Goal Setting

When principals use the rubric to self-assess at the beginning of the year, they have a clear idea of the highest priority areas on which to base improvement goals (Marshall, 2009; Ross & Bruce, 2005). Principals will be more likely to persist if they adopt goals based on an authentic self-assessment with unambiguous outcomes that are moderately difficult and achievable in the near future. The results of the Self-assessment is one data point on which to identify goal opportunities (see Figure 5). Other data sources on which to base improvement goals should come from Campus Improvement Plans, district strategic priorities, and past feedback from peers and appraisers.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input checked="" type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input checked="" type="checkbox"/> Has a clearly defined plan for implementing the district approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input checked="" type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	Comment Required: <div style="border: 2px solid red; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Goal Opportunity An unchecked descriptor in sequence with checked descriptors.</p> </div>
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas	<input checked="" type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement	<input checked="" type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	
Appraiser Comments:				

Figure 5: Goal Opportunity identified from the Self-assessment

It is strongly encouraged to set improvement goals using the SMART (O’Neill, Conzemius, Commodore, & Pulsfus, 2006) criteria. The acronym “SMART” embodies the fundamental practices necessary for achieving increased motivation and improving the odds that one will actually accomplish a given set of goals. The Goal Setting Form (see Figure 6 for an example of a performance goal) is designed in such a way as to emphasize setting goals using the SMART criteria.

- *Specific* – target a specific area for improvement
- *Measurable* – quantify or at least suggest an indicator of progress
- *Achievable* – specify who will do it
- *Realistic* – state what results can realistically be achieved, given available resources
- *Time-related* – specify when the result(s) can be achieved

A goal can focus directly on a part of a Campus Improve Plan, a district strategic priority, or on efforts to improve a specific leadership practice or competency. An example of a campus improvement goal may read, “Implement the *Cool Reading Program* during the 20XX school year in all language arts classrooms in grade 9 to reduce the literacy gap between sub-populations of students as measured by the end-of-course exam.” An example of a goal related to a district priority may read, “Evaluate the implementation of the district-approved mathematics curriculum for the 20XX school year to ensure all students have access and teachers have the time to teach the curriculum.” An example of a goal to improve a specific leadership practice might read, “Improve the quality of contacts and interactions with teachers and students for the 20XX school year as measured by the teacher working conditions survey and student engagement survey.” Regardless of the focus, determining the goal will require the principal and appraiser to consider:

- The standard(s) and indicator(s) in the Texas Principal Standards that will be addressed by the goal;
- Strategies and actions the principal will engage in to accomplish the goal; and

- Expected measurable outcome(s). In other words, how will we measure progress toward the goal and, ultimately, goal attainment? What artifacts and evidence will need to be produced to demonstrate progress toward the goal and goal attainment?
- Specific timeline for benchmarks and milestones related to progress toward the goal and goal attainment
- Reasonable resources that may be required to accomplish the goal

Goal: Evaluate the implementation of the district approved mathematics curriculum for the 20XX school year to ensure all students have access and teachers have the time to teach the curriculum.				
Leadership Standard(s) and Indicator(s) to be Addressed	Strategies and Actions	Expected Measurable Outcomes	Timeline for Achieving Goal	Resources Needed
Standard 1 Indicator A: Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	Bi-Monthly PLC meetings with grade level math teachers Quarterly benchmarking with other district high schools	<ul style="list-style-type: none"> • Improved Unit design • Use of common instructional planning template • Development of formative assessments 	<ul style="list-style-type: none"> • Submission of Unit plan – Quarterly • Submission of formative assessments – Quarterly 	<ul style="list-style-type: none"> • Coverage for 9th grade teachers for planning and development – 4 days total.
Appraiser Comments:				
Principal Signature:			Date:	
Appraiser Signature:			Date:	

Figure 6: Example of a principal goal

Mid-year Progress Meeting

Monitoring principal progress is an important component of professional development planning. The form (see Figure 7) and Mid-year Progress Meeting provides the opportunity for principals and appraisers to formatively take stock of the progress the principal is making on his or her professional goals. Monitoring progress allows for continuing dialogue within the context of the standards, indicators and the principal’s performance goals. Additionally, this conference offers the opportunity to modify goals should the need arise. The timeline for conducting this conference should be held near the mid-point of the annual evaluation cycle. Considering a traditional calendar school year, this would be about the second week of December; however, district policy and timelines would determine a specific due date.

Goal: Evaluate the implementation of the district approved mathematics curriculum for the 20XX school year to ensure all students have access and teachers have the time to teach the curriculum.		<input checked="" type="checkbox"/> Progressing <input type="checkbox"/> Not Progressing
Evidence of Progress: Dr. Principal has participated in the PLC meetings with the mathematics department to evaluate and align the district approved curriculum to the required teaching units. PLC's have occurred b-monthly and two unit plans have been submitted for approval by the district mathematics coordinator.		
Revised Plan (if necessary):		
Appraiser Comments: Dr. Principal and his leadership team have made the curriculum alignment project a school priority. In conversations they would like to continue this work with the Lang Arts Department in the subsequent year.		
Principal comment attached: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
If comments are attached: Appraiser Signature:		Date:
Principal Signature: <i>Dr. High S. Principal</i>		Date: <i>December 15, 20XX</i>
Appraiser Signature: <i>Dr. Central Office Appraiser</i>		Date: <i>December 15, 20XX</i>

Figure 7: Example of the Mid-year Progress Form completed for one goal

Preparation by the appraiser prior to this conference is important. The appraiser should:

1. Review the principal’s Self-Assessment and Goal Setting Form.
2. Consider the evidence collected through site visits.
3. Review and consider the depth and quality of the artifacts submitted or collected.

The appraiser should monitor and provide feedback regarding the process toward achieving goals and provide a brief narrative for each goal established in the professional development plan. Signatures are required to complete the Mid-year Progress toward Goal Attainment Form.

End-of-year Progress Goal Attainment

Goal progress monitoring should be an ongoing process when using T-PESS. When done on a frequent basis, it offers principals a chance to see how they are progressing and provides the opportunity to reflect on the leadership practices emphasized to accomplish the goal. Second, progress monitoring offers the opportunity for the appraiser and the principal to discuss and clarify leadership practices within the context of the school using real data. Lastly, determining goal attainment at the end of the annual evaluation cycle will factor in to the overall performance rating of the principal.

After completion of the Summary Rating Form (illustrated later in this section), the appraiser will use the End-of-year Goal Attainment Form (see Figure 8) to determine if the principal accomplished his or her improvement goals detailed on the Professional Development Plan from the beginning of the school year. The appraiser then uses the End-of-Year Goal Attainment Form to provide a very brief narrative of the outcomes related to goal attainment and obtains the appropriate signatures.

Goal: Evaluate the implementation of the district approved mathematics curriculum for the 20XX school year to ensure all students have access and teachers have the time to teach the curriculum.				<input type="checkbox"/> Goal Achieved <input type="checkbox"/> Goal Not Achieved
<input type="radio"/> Significantly Exceeded Expectations	<input type="radio"/> Exceeded Expectations	<input checked="" type="radio"/> Attained	<input type="radio"/> Progressing	<input type="radio"/> Not Progressing
Through the completion and full attainment of the established goal, the principal has demonstrated significant and substantial competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal.	Through the completion and full attainment of the established goal, the principal has demonstrated adept competence through knowledge, skills, responsibilities, or behaviors essential to an effective leader in the progress of meeting the established goal.	Principal demonstrated significant progress and growth toward achieving the established goal and the goal was at least marginally attained.	Principal demonstrated significant progress and growth toward achieving the established goal; however, the goal was not attained.	Principal did not demonstrate significant progress or adequate growth toward achieving the established goal.
Evidence of Completion: Dr. Principal the leadership team at Excellent High School completed a review of the 9 th grade math curriculum and developed four comprehensive units of study that will provide opportunity and access to curriculum for all students. In addition, the math team developed and embedded formative assessments for each unit that will help monitor student progress during the year.				
Appraiser Comments: Dr. Principal and his leadership team will continue the process of curriculum mapping to ensure opportunity and access by students and time by teachers to teach the district approved curriculum.				

Figure 8: Example of the End-of-year Goal Attainment Form

The End-of-year Goal Attainment form is a formative rubric that offers the appraiser and principal the opportunity to dialogue about the depth and degree to which the principal accomplished the goal. Often times, educational goals can exceed the limit of a school year and may need to carry over to subsequent years. T-PESS respects the dynamic nature of leadership and the necessity to set and accomplish significant goals related to school productivity and student achievement. Additionally, T-PESS seeks to accommodate the complexity of the change process and the reality that, in some cases, goal attainment can't be constrained to a single school year. It is important, however, that principals remain steadfast in their pursuit of personal growth and goal attainment. Respecting the effort and process requires that recognition and credit toward goal attainment.

Pre-evaluation Conference

The Pre-evaluation Conference provides the principal and the appraiser the opportunity to engage in collaborative conversations. At this meeting, the principal and the appraiser discuss the principal's Self-assessment and the principal's proposed goals. The primary purpose of the Pre-evaluation Conference is to give the principal and the appraiser an opportunity to discuss professional practice in relation to the five principal standards.

In preparation for the Pre-evaluation Conference, the principal will:

1. Submit a copy of his or her completed Self-assessment; and
2. Submit their draft goals.

In preparation for the Pre-evaluation Conference, the appraiser will:

1. Review the results of the principal's Self-assessment, the previous year's summary ratings (if a continuing principal); and
2. Review the principal's draft goals.

During this meeting, it is recommended that the principal and the appraiser:

1. Discuss principal practice in relation to the principal's Self-assessment and, if a continuing principal, summary ratings from the previous year's evaluation. This dialogue is not intended for the principal and appraiser to contend or dispute the results of the self-assessment but rather to discuss learning as it applies to district-adopted models of professional practice and the Texas Principal Standards.
2. Finalize 1-3 goals for the year by:
 - a. Reviewing the elements and/or standards to be addressed;
 - b. Clarifying the types and sources of artifacts and evidence to support performance;
 - c. Reviewing any state or local policy that may pertain to the professional development and the evaluation of principals;
 - d. Signing and dating the Beginning-of-year Goal Setting Form.

Data Collection

The principal will collect the data agreed upon in Step 3. These data may include the artifacts listed for each standard on the rubric, feedback from parents, students, and the school community, documentation of professional development completed during the year, and other data to document achievement of performance goals. The appraiser will visit the school during this period in order to observe the environment and interact with teachers and other members of the school community. Data collection will happen throughout the evaluation cycle. The frequency, duration, and type of data collection methods must be reasonable and manageable for both the principal and the appraiser and are generally determined by local policy and negotiated agreement.

Consolidated Performance Assessment

In preparation for the End-of-year Performance Discussion and completing the Principal Summary Rating Form, it is important for the school leader to prepare information in advance. The school leader should review progress toward his or her performance goals and collect and consolidate the artifacts and data that were agreed upon in making final determinations toward achieving goals and improving leadership performance. This information should be sent to the appraiser in advance of the final meeting to allow the appraiser time to adequately prepare for the final meeting.

End-of-year Performance Discussion

Year-end evaluation requires substantive preparation. For the process to be meaningful and productive, significant thought should go into the preparation and facilitation of this discussion. Appraisers must carefully consider the key messages to be conveyed and the ratings the principal will receive on each of the standards and indicators on the rubric. Those ratings will be based on the qualitative, quantitative and antidotal evidence detailed in the principal's goals. If the appraiser has been communicating regularly and candidly with the principal all year, the final ratings and goal attainment determination should contain no surprises.

Determining Final Indicator Ratings

As previously discussed, the rubric is scored using a cumulative and additive method. Final ratings for each element are determined by the data collected from all site visits conducted during the annual evaluation cycle, by artifacts collected and submitted, and by other evidence that may be required by a school district as part of the evaluation of principals. Appraisers will determine the final ratings based on the scoring rule similar to scoring the rubric.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.				
Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.				
Distinguished	Accomplished	Proficient	Developing	Not Demonstrated Needs Improvement <small>Comment Required</small>
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based curriculum aligned with state standards	<input checked="" type="checkbox"/> Monitors the fidelity of curriculum implementation <input type="checkbox"/> Collaborates with building leadership team to strengthen implementation of the approved curriculum and the alignment with state standards through accurate analysis of data sources	<input checked="" type="checkbox"/> Has a clearly defined plan for implementing the district approved curriculum <input type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to evaluate the implementation of the approved curriculum	<input checked="" type="checkbox"/> Understands and is knowledgeable about the district approved curriculum and its alignment to the state standards	
<input type="checkbox"/> Makes significant and noteworthy contributions toward helping the school district adopt, adapt, or design rigorous research-based assessments (both formative and summative) that support the approved curriculum and improve student learning outcomes	<input type="checkbox"/> Ensures the approved curriculum is assessed using formative and summative assessments that are focused on maximizing learning for all students across all grades and content areas	<input checked="" type="checkbox"/> Actively initiates activities and opportunities for teachers and staff to provide a comprehensive analysis of formative and summative assessment data and the impact on student achievement	<input checked="" type="checkbox"/> Understands and is knowledgeable about assessment (formative & summative) practices and issues and their effect on student learning	
Appraiser Comments: ... and				

Figure 9: Cumulative additive scoring method to determine final indicator ratings

Review of the Scoring Rule:

- To receive a specific rating for an indicator, the principal must have received at least one check during the course of the evaluation cycle on ALL the descriptors in that category and ALL the descriptors in the previous category, taking into account all observations of the principal.
- If the principal has not met the minimum requirements (check marks for all the descriptors in the Developing category at some point during the evaluation cycle), then his or her rating would be considered Not Demonstrated, which requires a narrative from the appraiser stating the reason for the rating.
- The summary rating scoring method is consistent with scoring the evaluation rubric.

Summary Ratings

The formative process of T-PCESS will result in summary ratings (see Figure 10 for an example of a part of the Summary Rating Form). Summary ratings are derived from the result of quantitative, qualitative, and antidotal data collected through the submission and evaluation of artifacts and evidence related to performance goals and the fulfillment of the practices detailed in the rubric. The appraiser carefully considers all the data submitted and included from the Consolidated Performance Assessment (Step 5 of the T-PCESS process) and accurately marks final ratings on the Summary Rating Form.

Standard 1 – <i>Instructional Leadership</i> : The principal is responsible for ensuring every student receives high-quality instruction.					
Indicators	Distinguished	Accomplished	Proficient	Developing	Not Demonstrated/Needs Improvement
a. The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
c. The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
OVERALL Rating for Standard 1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Comments: Dr. Principal and his leadership team continue to make gains with their Campus Improvement Plan. With the emphasis of using PLC's more efficiently, the leadership team is able to provide constructive feedback to teachers regarding instructional quality.</p> <p>Recommended actions for improvement: It is recommended that Dr. Principal and the Excellent High School administrative team continue to use instructional rounds and multiple classroom walkthroughs to ensure the approved curriculum is being taught using research-based teaching practices.</p> <p>Resources need to complete the actions for improvement: Purchase of an electronic tool for collecting walkthrough data using iPads.</p>	<p>Evidence of documentation that may be used to support ratings:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Campus Improvement Plan <input checked="" type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Leadership teams <input type="checkbox"/> Use of research-based school and classroom practices <input checked="" type="checkbox"/> Campus master schedule <input type="checkbox"/> Formative and summative assessments <input checked="" type="checkbox"/> Education plans for identified sub-populations <input checked="" type="checkbox"/> Stakeholder surveys <input type="checkbox"/> <input type="checkbox"/> 				

Figure 10: Example of a section of the Summary Rating Form

Completing the Summary Rating Form, the appraiser will:

1. Give a rating for each indicator contained in the standards.
2. Make a written comment on any indicator marked Not Demonstrated/Needs Improvement.
3. Give an overall rating for each standard based on the indicator ratings.
4. Provide the principal with the opportunity to add comments and/or attach written comments to the Summary Rating Form.

Final Evaluation and Goal Setting

Once the appraiser has completed the Summary Rating Form and End-of-year Progress Form, a final conference is scheduled between the principal and the appraiser. This meeting provides the opportunity to discuss the principal's performance and complete the final procedures for the evaluation cycle. The appraiser and principal will discuss the principal's performance based on the information, data, and artifacts and evidence collected during the evaluation cycle.

At a minimum, the conference will result in:

- a. The review of the completed Summary Rating Form and the progress toward accomplishing improvement goals
- b. Securing the principal's signature on the Summary Rating Form and Principal Record of Activities Form.

This meeting brings closure to the current year's evaluation process and begins the process of setting goals for the subsequent year.



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Glossary

Artifact is a product resulting from a principal's/assistant principal's work. Artifacts are natural by-products of work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used as evidence to support an evaluation rating and when the appraiser and the principal or assistant principal disagree on the final rating. Principals/assistant principals may use them as exemplars of their work.

Examples of artifacts include these:

- School Improvement Plan – A plan that includes strategies for improving student performance that discusses how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.
- School Improvement Team Data – Work from a team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, teacher assistants, and parents of children enrolled in the school whose purpose is to develop a school improvement plan to strengthen student performance.
- Teacher Retention Data – The teacher turnover rate, including the distribution of inexperienced teachers
- National Board Certified Teachers – Teachers who have earned National Board Certification

Capacity is the collective efficacy and capability to develop and use assets to create the conditions necessary to accomplish purpose.

Correlation (r) is a measure of the degree of linear relationship between two variables. When one goes up, the other goes up (or down). The larger the correlation, the stronger the linear relationship between the two variables. Correlation coefficients vary between -1.00 and +1.00. A correlation of 0.00 indicates the absence of a relationship.

Dependent variable is a variable measured in a study. In an experimental study, the dependent variable is affected by the independent variable. In a correlational study, the dependent variable is associated with one or more other (independent) variables.

Descriptors are the specific performance responsibilities embedded within the elements of each performance standard. Descriptors are checked to determine the rating of each element.

Effect size is a measure of the magnitude of impact of an independent variable on a dependent variable. The most commonly used effect size is the standardized mean difference that depicts how many standard deviations the mean of an experimental group is above or below the mean of a control group. The correlation (r) is another type of effect size commonly used.

T-PESS Forms will help principals, assistant principals, and appraisers gain a deeper understanding of the principal's/assistant principal's level of performance.

- Self-assessment
- Principal Evaluation Rubric
- Principal Professional Development Plan
 - Beginning-of-year Goal Setting Form



- Mid-year Progress Form
- End-of-year Goal Attainment Form
- Principal Summary Rating Form
- Principal Record of Activities

Evaluation Rubric is a composite matrix of the standards, elements, and descriptors of T-PESS.

Factor analysis is a statistical procedure that reduces a set of items on a measuring instrument to a smaller number of dimensions called factors.

Indicators are the sub-categories of performance embedded within the performance standard.

Standard is the distinct aspect of leadership or realm of activities that form the basis for the evaluation of a school executive.

Performance Levels are used for evaluating school principals and assistant principals for Standards 1-5:

- Distinguished: Principal/assistant principal consistently and significantly exceeded basic competence on standards of performance. If the “Distinguished” rating is used, the appraiser must comment about why it was used.
- Accomplished: Principal/assistant principal exceeded basic competence on standard(s) for performance most of the time.
- Proficient: Principal/assistant principal demonstrated basic competence on standard(s) of performance.
- Developing: Principal/assistant principal demonstrated adequate growth toward achieving standard(s) during the period of performance but did not demonstrate competence on standard(s) of performance.
- Not Demonstrated, Needs Improvement: Principal/assistant principal did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. If the “Not Demonstrated” rating is used, the appraiser must comment about why it was used.

Artifact

An *artifact* is one of many kinds of tangible by-products produced by a principal, during the annual evaluation cycle, that best reflect his or her skills on the criterion identified in the performance evaluation rubric. One example of an artifact could be a Campus Improvement Plan. The plan would be uploaded into the system and associated with a particular performance standard – in this case, perhaps **Standard 1: Instructional Leadership**.

The same artifact can be used to support performance as described by other standards and/or elements. Continuing the example, some of the characteristics of the Campus Improvement Plan might address instructional strategies that would be found in **Standard 2: Human Capital**.

Although the T-PESS System provides some suggested artifacts, it is recommended that school systems collaborate with principals to expand and generate a list of artifacts and evidence by performance standard and/or element that best reflect principal practice and performance expectations as defined by



their district.

Evidence

On the other hand, **evidence** is a tangible by-product that can be produced as a result of using an artifact. Further, building on the example above, the adherence and execution of a *Campus Improvement Plan* could result in fewer disciplinary issues and off-task behaviors of students. Accordingly, the data validating a reduction in student disciplinary issues could be uploaded into the *artifact and evidence database* and associated with the appropriate standard or element.

Don't create a portfolio

The ability to upload artifacts and evidence to the software database is designed to improve the process and procedures accompanying best practice in supervision and evaluation. Submission of artifacts and evidence is not intended, and we strongly recommend that the system not be used, as a repository for a portfolio. It is unreasonable to expect a principal and appraiser to spend time uploading everything a principal might be responsible for into the system to substantiate his or her performance. Simply put, it is unnecessary.

Appropriate use of the artifacts/evidence

The ultimate decision on the best ways to use artifacts and evidence as part of a principal's evaluation rests with the district or school. However, we do have some suggestions on ways to use artifacts and evidence that keep this part of the evaluation process meaningful and manageable. Keep in mind that the primary purpose of evaluation is to inspire and inform performance improvement. A secondary purpose is to use evaluation results to inform policy decisions. Some appropriate uses of artifacts and evidence include the following:

Goal Setting: Identify a number of artifacts and evidence that can be used to support a targeted performance goal. Collaboratively determine what artifact and/or evidence would best support a specific strategy detailed within the four artifacts and/or evidence per goal. (The perfect number of artifacts and evidence, of course, will be dependent on the context of each principal's evaluation.)

Discrepancy in performance perception: Due to the dynamic and complex nature of leadership in the school, compounded by the fact that time is a limited resource to appraisers, there will be times when there is disagreement on the formative and summative scores principals receive during data collection. In such cases, the presentation of artifacts and/or evidence could support a certain rating. Using artifacts and evidence in this way helps stimulate productive conversations about best practice, allowing the principal to explain and substantiate his or her performance and the advisor to review the depth and quality of work and clarify performance expectations.

Strategic priorities: School districts may require specific artifacts and/or evidence to be submitted that align with district improvement priorities and goals. For example, a district may require examples of principal-developed formative and summative assessments. It is reasonable to expect that a district would want to reduce variability in assessment development practices.

Policy determined: Finally, specific artifacts and evidence may be required as a part of a "corrective" action or performance improvement plan. Typically, the process for developing, monitoring, and evaluating such plans are specifically spelled out in district policy.



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