

## T-TESS Tips – September 2016

### **Timely Resources for T-TESS**

On the [Teach for Texas Portal](#):

1. [Goal-Setting and PD Plan Process Overview](#)
2. [Rubric Training](#)
3. [Calibration Videos](#)

### **Beginning of the Year Communication (Reminder)**

- Continue to reinforce the purpose of T-TESS – it’s a process designed to support continued growth and development. With T-TESS, it’s okay to be where you are; it’s not okay to stay there.

### **Self-Assessment and the Goal-Setting and Professional Development (GSPD) Plan (Reminder)**

- Survey results show that teachers who self-assess on the T-TESS rubric prior to establishing the GSPD plan have a more favorable view of the rubric and the GSPD plan than those who don’t self-assess on the rubric.
- GSPD plans are “alive” – teachers track activities on the plan throughout the year, and additions can be made to them based on pressing needs discovered through the walkthroughs, observations, etc.

### **Rubric Rollout**

- The rubric is the foundation of T-TESS, and the effective and efficient implementation of T-TESS will require comfort and familiarity with the rubric. It anchors nearly everything that occurs with the process.
- The more appraisers and teachers refer to the rubric and the descriptors within the rubric, the more the process is about practice and not about labels. “Proficient” as a label detached from practice is a pejorative term. “Proficient” as a set of specific teacher and student actions and reactions that occurred in a lesson is simply shorthand for where I am in my practice.
- Deepening your and your teachers understanding of the rubric, whether independently or during team meetings, should be the focus as you move past the goal-setting process. Understanding and internalizing the rubric leads to:
  - Conversations with other educators anchored in the rubric, based on a common language and common expectations;
  - The ability to map evidence to the rubric efficiently;
  - Accurate and objective assessments of practice; and
  - Effective goal setting/refinement because it results from a process based in evidence, not in personality.

**Please take advantage of your ESCs for support as you work through implementation. You can also contact Tim Regal at [tim.regal@tea.texas.gov](mailto:tim.regal@tea.texas.gov) to talk through any part of the T-TESS process.**