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<th>Time</th>
<th>Agenda</th>
<th>Slides</th>
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<tr>
<td>8:00</td>
<td>Welcome Objectives Conceptual Overview</td>
<td>Slides 1-7</td>
<td>Trainer Manual</td>
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<td>8:10</td>
<td>PDAS to T-TESS Small-group discussions</td>
<td>Slides 8-11</td>
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<tr>
<td>8:30</td>
<td>Process Overview Teacher Standards Rubric Overview Small-group discussion</td>
<td>Slides 14-23</td>
<td>Trainer Manual</td>
<td>Rubric Handout</td>
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<tr>
<td>8:45</td>
<td>Evaluation Focus and T-TESS Process Pre-Conference Evaluation Cycle</td>
<td>Slides 24-28</td>
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<tr>
<td>9:05</td>
<td>Think-Aloud</td>
<td>Slides 29-30</td>
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<tr>
<td>9:15</td>
<td>Rubric Activity Proficient Signal</td>
<td>Slides 31-32</td>
<td>Trainer Handout #1</td>
<td>Rubric Handout, highlighters, chart paper</td>
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<tr>
<td>9:45</td>
<td>Evidence Video Categorizing and Rating</td>
<td>Slides 33-40</td>
<td>Trainer Manual</td>
<td>Paper, pen/pencils, Observation Evidence Handout</td>
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<tr>
<td>10:50</td>
<td>Workshop and Canvas Closure</td>
<td>Slides 53-60</td>
<td>Trainer Manual</td>
<td>Here’s What Handout</td>
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</table>
Welcome! The purpose for us meeting today is to collectively learn about the new Texas Teacher Evaluation and Support System, also known as T-TESS. Our time together is intended to ensure that every one of you has a clear understanding about the new system, the implications for teacher evaluations, and how it will support all of us in learning and growing as a school community, to ultimately impact our students’ performance.

The objectives for today are that each of you will:
• understand how T-TESS supports the BISD Learning Platform;
• become familiar with the T-TESS process;
• understand that the T-TESS process is based on best practices and an ongoing system of feedback and support;
• begin to move from procedural to conceptual in understanding how the domains, dimensions, descriptors, and performance levels of the T-TESS rubric apply to their roles and responsibilities; and
• understand the Goal Setting process and begin to reflect upon their own goals for improving student learning in the upcoming school year.

T-TESS is all about growth. Growth for you, growth for me, growth for our leaders, and ultimately growth for our students. Unlike PDAS, T-TESS is a system built around relationships and formative feedback aimed at continuously improving the quality of staff and student learning.

We are a community of learners and T-TESS stands to be a partner in that process. As we learn more and continually refine our practice, our impact on student learning only becomes more powerful. In order for learning to truly drive the work of our school system, we must all commit to personal learning journeys.
### Slide 5

**What is T-TESS?**

The Texas Teacher Evaluation and Support System was created by teachers for teachers as a model for professional growth. The system is based on the Texas Educator Standards, which are much like TEKS for students. These standards delineate what effective educators should know and be able to do and the T-TESS system is all about supporting and coaching teachers in that effort. Professional learning faces many of the same challenges we discuss concerning the classroom, and T-TESS provides an opportunity for us to become more student-centered with both professional and student learning.

### Slide 6

**Goal-Setting and Professional Development Process**

This system follows a coaching model grounded in the relationships built between administrators and teachers. A cycle of pre-conference, observation, post-conference allows for reflection around classroom practice and a collaborative effort to make continual steps toward improvement and fine-tuning.

Teachers will set a goal for themselves and engage in a process of professional development in support of that goal. As a result of coaching conversations, administrators and teachers will also identify goals for reinforcing and refining practice.

Within an ongoing system of support, formative reviews help guide decisions about recalculating in an effort to grow each other and our students.

### Slide 7

**Three Keys of Evaluation**

In order to truly be a formative, rather than summative, system of growth, feedback will be timely and relevant. This will not be a one-time judgment, but rather an ongoing process that builds relationships between administrators and teachers.
Now you know a little bit about the guiding principles of the T-TESS system, so let’s take some time to think about why we need or want to change from PDAS in the first place. Any time a major change happens, it is almost like jumping across a canyon. You aren’t sure if you are going to land on the other side or fall down into the void. T-TESS represents change. It will cause us to make that jump across the canyon, so why should we do it?

The jump to T-TESS will take us from:
- transactional to transformational
- summative to formative
- compliance to growth

Take 3 minutes to discuss these shifts and the implications you think they might have for this system, your work, and the role of your administrators.

With this system we will move from:
- checklists to conversations
- judging and directing to questioning and coaching
- limited feedback to ongoing, relevant, purposeful feedback

Take 3 minutes to discuss these shifts and the implications you think they might have for this system, your work, and the role of your administrators.

We will see changes that move the evaluation system from:
- an improvement ceiling to a system of continuous improvement
- a primary function of human resources to one of professional learning
- separation from our core work to alignment

Take 3 minutes to discuss these shifts and the implications you think they might have for this system, your work, and the role of your administrators.
### T-TESS Teacher Overview

**Trainer Manual**

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<table>
<thead>
<tr>
<th>Slide 12</th>
<th>BISD's Learning Platform</th>
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<tbody>
<tr>
<td>In Birdville ISD, our core work is all about the Learning Platform. We want students to learn and achieve at the highest levels and the components of the learning platform will help us work toward that goal. At the center of the platform are the standards our students are expected to master, and through a student-centered, cognitive and interactive approach to instruction, we can design opportunities for students to be successful. In order to do that, though, we must be clear about our learning expectations for students. Our students’ work and products of learning should be authentic and aligned to the central components of the platform. The strategies and structures and system of feedback we employ should also align to the standards and qualities at the heart of the platform. This is challenging and complex work and we cannot possibly achieve it in isolation. Through coaching, mentoring, professional learning, and reflection, we, as educators, will find the support we need to accomplish a platform of learning for each student in Birdville ISD.</td>
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<table>
<thead>
<tr>
<th>Slide 13</th>
<th>BISD's Learning Platform</th>
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<tbody>
<tr>
<td>The platform represents our target. It is the goal we, as members of this school system, are all working toward. T-TESS will serve as a vehicle to help us get there.</td>
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<tr>
<th>Slide 14</th>
<th>It’s a Process, not an Event.</th>
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<tbody>
<tr>
<td>Today is about providing an overview of the T-TESS process. All administrators and teachers must go through in-depth practice and training to be fluent in all of its applications and uses. We must embrace the fact that we will be public learners with this process. This means that we will spend additional time studying and applying the rubric in structured professional learning forums beyond today’s session to ensure that we understand it and are applying it as intended. The campus goal is that we’re T-TESS experts and are using the tool to learn and grow as an organization... Administrators, teachers, students and other stakeholders. As part of the pilot process, we will take part in continuously improving the system and its processes before the entire district joins in next year.</td>
<td></td>
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</table>
| • Overview and Introduction of the T-TESS Process  
• Public Learners: Central Office, Administrators, Teachers, Students  
• Pilot Process: We will work to continuously improve this process and reserve the right to make adjustments along the way in an effort to make T-TESS have the most positive, productive, and profound effect on our learning organization |
Effective June 8, 2014, Texas has new rules regarding Educator Standards. These new Texas Teacher Standards, along with research-based best practices, provide the foundation for the T-TESS Rubric. Just like our TEKS for students, these standards define what effective teachers are supposed to know and be able to do.

Chapter 149.1001 clearly states that the purpose of these standards is to inform training, appraisal, and professional development for teachers. Training and professional development, or growth, are the impetus for the new evaluation system.

This slide provides the categories for each of the standards. We will study these later; however, note the topics for each standard so that you can mentally connect them to the T-TESS Rubric.

The T-TESS Rubric includes four broad categories, or Domains, and 16 Dimensions.

Read each domain and the bulleted dimensions.

Note: This slide provides an overview of the Rubric’s format. Direct teachers to rubric handout.

These next few slides will highlight each element of the rubric: the Domain, Dimension, Descriptors and Performance Levels.
<table>
<thead>
<tr>
<th>Slide 18</th>
<th><strong>T-TESS Rubric</strong></th>
<th>This section of the rubric is where we see the domain. In this case, it’s Instruction.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slide 19</td>
<td><strong>T-TESS Rubric</strong></td>
<td>This section outlines the Dimensions...In this case it’s Differentiation.</td>
</tr>
<tr>
<td>Slide 20</td>
<td><strong>T-TESS Rubric</strong></td>
<td>This section outlines the teacher standards that align to this dimension.</td>
</tr>
<tr>
<td>Slide 21</td>
<td><strong>T-TESS Rubric</strong></td>
<td>These sections provide the descriptors for each performance level of the Differentiation dimension.</td>
</tr>
</tbody>
</table>
This slide shows the performance levels... Distinguished, Accomplished, Proficient, Developing and Improvement Needed.

Very Important...(Make sure teachers understand what is below.)

When appraisers use the evidence to score a lesson, they will begin in the proficient column. This performance level – Proficient - signifies a ‘Rock Solid’ teacher. Let me say this again, Proficient is Rock Solid, fantastic teaching.

What does this mean? We will see a bell curve with T-TESS evaluations. This is a culture shift in Texas. If teachers are Proficient and Rock Solid, then we will see a bell curve which indicates there are some that fall in the accomplished and distinguished levels and others that will be developing and improvement needed. This process is about accurately identifying the performance levels illustrated by observed lessons, using the evidence collected and the rubric descriptors for each dimension. What was ‘exceeds expectations’ in PDAS is now described in the ‘proficient’ level. Two additional performance levels, accomplished and distinguished, were added to allow for growth and aspiration.

Again, these domains and dimensions comprise the pieces of the T-TESS system.

Discuss these components with your group for 2 minutes. Do you think all of these are important to student learning? Why or why not?
Let’s talk briefly about the target for conducting T-TESS evaluations.

Learner Outcomes: When we talk about Learner Outcomes, we are referring to the TEKS or other standards (Pre-K Guidelines, ELPS, AP standards, etc.). As the administrator in the classroom, I’m listening for the ‘Learner Outcomes’ or standards as the anchor for the evaluation. What are the outcomes? How are they communicated to students? What evidence is there to support that students understood the outcomes? These outcomes drive the entire evaluation.

Teacher Behaviors: Next, I’m collecting evidence regarding the teacher behaviors and how they are aligned to the learner outcomes. What is the teacher saying and doing that aligns with and supports the learning objectives? For example, how is the lesson structured and paced to facilitate student mastery towards the learner outcomes? How do questions, technology, etc., align with the learner outcomes?

Student Behaviors: I’m also collecting evidence regarding what the students say and do throughout the lesson using the learner outcomes as a filter for how students are ‘behaving’ and responding to instruction.

There is a direct cause and effect relationship between what the teacher says and does and what the students say and do. Again, all linked to the learner outcomes.

Ultimately, I’m collecting evidence to support whether or not students are meeting the learner outcomes, or standards. As the appraiser, this means that I will need to know about other aspects of the lesson, including where the class is with the unit of study – just beginning the unit, middle of unit, end of unit, etc.

B,M,E: All this evidence is captured at the beginning, middle and end of the lesson; thus observing the entire lesson is key.
This outlines the whole T-TESS process that we will experience this school year.

Read each step in the process.

As we just discussed, the observation cycle includes a pre-conference.

Let’s think about the purpose of the pre-conference. At your table, you will have three minutes to discuss these two questions:

What do you view as the purpose for a pre-conference? ... and... What are the benefits for you, the teacher?”

Be prepared to share your responses.

The purpose of the pre-conference may include responses such as:

- to clarify the lesson from both perspectives (administrator and teacher)
- to provide the teacher time to share his/her planning and lesson design process
- to provide the administrator an opportunity to clarify what he/she might see/hear during the observation
- to help the teacher think through the lesson
- etc.

Highlight the benefits that support the purpose and intent for T-TESS which include teacher and student growth and success.
### Slide 28

This slide shows us the key aspects of scheduled versus window evaluations. Before a scheduled evaluation, there should be a pre-conference that focuses on the specific lesson to be observed. Your second observation will occur during an announced two-week window. For that pre-conference, you may not know specifically which lesson will be observed. This conversation will focus on the unit, student progress, and your own progress toward the goals you set at the beginning of the year.

### Slide 29

For the upcoming activity, I will first model my thinking for you, then give you an opportunity to try it with your peers, so that ultimately you will be ready to try it out on your own.

We will be exploring the T-TESS rubrics and identifying key terms to help us understand what each is looking for. I will model my thought process while highlighting one standard area on the rubric: Communication.

### Slide 30

Trainer will model how to highlight the Communication dimension and descriptors before participants highlight their rubrics. (See Trainer Handout #1)

Start with the summary statement at the top of the rubric (The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.). Share which words you would highlight as key terms in the rubric.

Move to the ‘Rock Solid’ – Proficient Column – to highlight key words in the first descriptor, since this is where we begin scoring the lesson. Scan and compare the Accomplished and Distinguished descriptors to the left as you think out loud, followed by the Developing and Improvement Needed descriptors to the right, to show how the continuum changes across performance levels for the first descriptor.

Move to the Proficient level again with the second descriptor to highlight the key words and think out loud regarding what this descriptor looks like in practice. Review performance levels to the left and right, noting how they change.

Follow the same process with the remainder of the rubric, while teachers take notes on their rubric.

When finished, indicate that you just modeled the ‘I do’…. And will now move to the ‘We do’…
You will be assigned a dimension of the rubric to explore, deconstruct, highlight, and summarize for the whole group. You will have ten minutes to create a chart to help teach the rest of us about your assigned dimension.

Just as I have modelled, you will read and highlight the dimension description on the left, move to the proficient column to read and highlight the first descriptor, make notes to define what this descriptor looks and sounds like in practice, then compare that descriptor across performance levels to determine how it changes. You will then go back to the proficient column to look at the second descriptor and repeat the process for the entire dimension.

Are there questions about the process at this point?

(after 10 minutes, allow each group to present their dimension to the whole staff)

We have now gotten an overview of the entire rubric, but this will not be the end of that work. We will continue to dive deeper into these rubrics throughout this school year and work to achieve a shared understanding of how best to use the rubric for continuous improvement.

After exploring the rubrics, let’s stop to have a discussion about some key implications.

Discuss your impression of the Proficient level – what kind of teaching would you say that represents?

How is the term “proficient” different from the way it was used in PDAS?

Why do you think this change has been made?

(Allow 4 minutes for small group discussion, followed by a brief sharing out of ideas to the whole group)
Collecting evidence is a critical part of the T-TESS process. Capturing what teachers say and do and what students say and do is essential to linking the evidence to the rubric descriptors and performance levels and accurately rating each dimension.

Evidence may be used for different aspects of the rubric which shows the connectivity and holistic nature of the model.

You will continue to hear us say, and ‘Now let’s see how the lesson scored, based on the evidence and the rubric!’

It will be important for us to stay true to the rubric descriptors, rather than general impressions, as we engage in this process.

Evidence will be collected before, during, and after the lesson as part of the observation cycle. This will allow for a big-picture understanding of the context of the lesson being observed, as well as professional reflection around classroom practice.

We will now be watching a short video clip to practice the art of scripting the evidence that we see. You will assume the role of administrator and capture as much as you can about the teacher and student behaviors you observe. This evidence will be used to help you decide which performance level is represented by the lesson you will see.

Please take out your paper and pen and be ready to write for a solid 6 minutes. Please note that we will really be observing full lessons, of at least 45 minutes, for T-TESS. Right now, I want you to get a feel for close observation, scripting, and using the rubric to identify performance levels.

Share this slide as a reminder. Let them know that there is no right or wrong way to script. They are to capture as much as possible of the key points in the lesson that will provide evidence for the descriptors.
Slide 37

View Math Lesson

Teachers view the lesson and script.

Slide 38

Observation of Classroom Instruction

- Reflect on the lesson you just viewed and the evidence you collected.
- Based on the evidence, do you view this teacher’s instruction as ‘Proficient’, ‘Above proficient’, or ‘Below proficient’?
- A thumbs up is above proficient, a thumbs down is below proficient, and in the middle is proficient.

Have teachers provide a holistic rating for the lesson (with their eyes closed) using a thumbs up, down, or in the middle signal as noted in the third bullet.

Slide 39

Categorizing Evidence (We do)

Using the template provided, we will categorize evidence for:

- Communication (2.3)
- First, categorize your evidence as a table group.
- Then, based on the evidence and the rubric, individually assign ratings to the dimension.
- Discuss and reach consensus on rating.
- You will have 10 minutes to complete the activity.

Materials: Teachers’ scripted notes, communication rubric, Observation Evidence handout.

Teachers will now use their scripted notes (evidence) and categorize this evidence according to the rubric. See Observation Evidence handout.

Remind teachers that they are looking at the communication dimension in the rubric, beginning at the Proficient level to collect and document their evidence. Their evidence should be specific and clearly connected to the descriptors.

First, categorize the evidence you collected that speaks to the Communication dimension. Then, use the rubric to help you decide individually which rating to choose. Finally, discuss as a group and reach consensus about the performance level rating that most accurately describes the lesson you observed.
<table>
<thead>
<tr>
<th>Slide 40</th>
<th>Whole Group Debrief</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>How many groups rated this lesson as proficient?</td>
</tr>
<tr>
<td></td>
<td>How many groups rated this lesson above proficient? Below?</td>
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<tr>
<td></td>
<td>Ask for volunteers to share their thinking behind the ratings they assigned. Ask them to point back to the evidence consistently.</td>
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</tbody>
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<tr>
<th>Slide 41</th>
<th>Evaluation Cycle</th>
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<tbody>
<tr>
<td></td>
<td>As we have seen, a post-conference will follow all formal observations. Next, we will discuss the purpose and benefit of post-conferences.</td>
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<tr>
<th>Slide 42</th>
<th>Post-Conference Round Table</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Read slide and allow a few minutes for each group to discuss.</td>
</tr>
<tr>
<td></td>
<td>As a classroom teacher, what do you want from a post-conference? Each participant will share two things a classroom teacher should want from a post conference.</td>
</tr>
</tbody>
</table>
As a classroom teacher, what do you NOT want from a post-conference? Each participant will share two things a classroom teacher should not want from a post conference.

Introduce participants to the post-conference format. This slide provides the Four Key Elements to the Instructional Post-Conference, which follows the lesson. (Review the chart.) Ask participants why we would wait until the end of the post-conference to share ratings and evidence. The responses from the participants to this question should be about how they want to encourage reflection; sharing ratings at the beginning of the conference will distract from the purpose of professional growth and reflection on the lesson observation.

Please take out your T-TESS Quick Guide handout. You will see key terms for all of the rubrics, as well as this process graphic, and timeline. Does anyone have questions at this point?

Within the overall T-TESS process is a process for Goal Setting. This will be our first charge as we begin T-TESS this school year. Within the first three weeks of schools, we will conduct goal-setting meetings and you will all identify a goal for your own practice that you believe will greatly impact student learning. Read the steps of the process.
Since T-TESS is a vehicle to help us reach the Learning Platform in Birdville ISD, we will follow steps to help identify goals that will help us continually take steps toward achieving the learning platform for every student. This is a journey of transformation and nobody can expect us all to reach it if we take on too much at a time. We will be focused and dive deeply into achieving the goals that we set.

Please take out the Learning Platform handout. You will notice that each component of the platform is aligned to certain T-TESS dimensions.

After reflecting on data about your instruction and student performance, you will begin to craft a goal. The first step will be to identify which category of the learning platform you believe will make the most powerful impact on your students this year.

Next, you will think about which quality of student learning at the heart of the platform, you will focus on.

For example, you may have selected Feedback Based Upon Student Performance as the category. Now, think about what aspect of feedback you will specifically focus on. Do you want to become more student-centered with your system of classroom feedback? Do you want to engage students in collaborative feedback? Do you want to create intentional opportunities for students to be reflective about the learning? Selecting a quality will help you narrow your focus so that your goal will be specific.

Here is another example to illustrate how one category could lead to many different areas of focus.

Once you have identified the category and quality on which you will focus, consult the Learning Platform/T-TESS handout. Identify which T-TESS rubrics address both your selected category and quality. Read the descriptors of those rubrics to help you even further shape your goal.
Once you have set your goal, you will think about professional learning you will need to seek out, as well as ways you can tap into the expertise of your peers to help you grow in this area. Just like when we plan for the learning of our students, we also want to think ahead about the evidence of learning. How will you know if you have mastered your goal – what kind of evidence can you collect? How will you know how your own growth has impacted student learning in your classroom – what kind of evidence can you collect?

Using the materials before you today, you will be able to document this process within eduphoria. For this pilot year, eduphoria has provided a new application to us so that we could customize the forms for T-TESS. This application is called appraise. It looks like the PDAS program you are used to, but it is filled with T-TESS content.

Read steps on slide.

Please take out the T-TESS Goal Setting in eduphoria! appraise handout.

You will notice that this handout shows you what to do every step of the way. Unlike in PDAS, the goals form is meant for you to return to it throughout the year to refine, reflect, and recalculate as needed. Once you submit this form, I will then be able to see it, but you can continue to add to and revise it after that. Your administrator will always be able to see the most up-to-date information you have entered into the form.

You will need to complete Parts I and II within the first three weeks of school. Remember, too, that you will meet with your administrator for a Goal-Setting Meeting to help you think through your goal and finalize it.
To help you maintain a portfolio full of the evidence of your own learning that you can bring to your end-of-year conference, take advantage of eduphoria! workshop. Be sure to register and sign-in for sessions you attend within the district to be sure the credit will be reflected on your portfolio. For sessions you may attend outside of the district, be sure to follow the credit request process so that learning can also be documented.

In a few weeks, we will also learn about a new opportunity for self-directed learning (SDL). I will discuss that more on the next slide.

If you ever have questions about Workshop processes, you can find all of that information on the eduphoria! Birdville Resources website.

With the T-TESS system, we will all be working to reach goals that are specific to us. That means that district-wide, there will be hundreds of goals teachers are working to achieve. Deep learning can happen in so many ways these days – it does not always have to be a face-to-face event of professional learning that causes you to learn and grow in your practice.

The process you see here will be launched in a few weeks. This will give you the opportunity to receive CPE credit for the learning ventures you take on your own. That could be a Twitter chat, a powerful article you read, or even something you learned about on Pinterest. With SDL, the importance is placed not on how you learned it, but what you do with that learning. By applying something you learn, studying its impact, and reflecting, you can demonstrate your learning and it can be honored and documented in your workshop portfolio.

Stay tuned for more information from the Professional Learning department this Fall.
We also have a new tool that will help manage our learning, called Canvas. This program was recently adopted by the entire region XI cohort and will begin to be implemented with us, the T-TESS pilot schools. You will be learning much more about Canvas in coming weeks, but for now, here are a few things we will be able to do through this product:

- Teachers will be invited to participate in PLNs with other teachers who have similar goals
- Resources that are specific to your goal will be added to the PLN as a way to broaden your learning
- On-Demand and Instructor-Led eCourses, in a very intuitive and user-friendly format, will begin to become available
- Modules to help you go deeper into the T-TESS rubrics will become available
- This platform will allow for more learning that is aligned to your goals

Emphasize the fact that all teachers will be supported to gain a clear understanding of the rubric and how it applies to their roles and responsibilities with teaching and learning.

Our objectives for today were that each of you will:

- Become familiar with the T-TESS process to continue improving professional practices as a school community of learners.
- Move us from the procedural (step-by-step procedures) to conceptual (understanding T-TESS concepts and connecting and applying them in various situations) knowledge... including how the domains of the T-TESS rubric apply to teachers’ roles and responsibilities.
- Recognize and collectively embrace the fact that T-TESS is a research-based process with a strong system of support intended to connect the appraisal system to training and professional development.

Does anyone have questions at this point?
**T-TESS Teacher Overview**  
**Trainer Manual**

<table>
<thead>
<tr>
<th>Slide</th>
<th>Content</th>
</tr>
</thead>
</table>
| 57    | *(Review the slide to pull key points together.)*  
**T-TESS Thoughts...**  
- "Great teaching is at the core of every quality education system."  
- "Research shows that there is no greater in-school factor than having an outstanding education in the classroom."  
- T-TESS was developed by educators for educators.  
- T-TESS is aligned to research-based, best practices for teaching and learning.  
- The T-TESS Rubric aligns directly with the new Texas Teacher Standards and Birdville ISD’s Learning Platform  
- The T-TESS process provides for actionable, timely feedback, allowing teachers set goals and identify professional development that will lead to refinement in knowledge and skills. |
| 58    | *(Review the slide to pull key points together.)*  
**T-TESS Thoughts...**  
- The ‘Proficient’ performance level is representative of a ‘Rock Solid’ teacher.  
- There will be some necessary culture shifts to establish a new mindset for the relationship with appraisals and supporting teachers.  
- We must shake everything we know about PDAS out of our minds and approach this as a whole new system – a game changer.  
- Everyone in the school community is a public learner.  
- The ultimate outcome is improved student achievement. |
| 59    | Remind participants that we are still moving along the continuum from procedural to conceptual knowledge about T-TESS. This is only the beginning of our journey.  
This slide will give them a chance to debrief their learnings and professional needs thus far.  
Have them complete Here’s What handout. If there is time to discuss in small/whole group, invite teachers to share their thoughts.  
You may decide to collect these as an exit ticket to gauge their thinking about T-TESS, or you may allow teachers to keep this document to themselves. |
| 60    | Close with a reminder that this is all about building a strong system of support and that we are all learners on a journey together.  
**System of Support**  
We are on this journey together. |
Trainer Handout #1 (Rubric Activity)

**INSTRUCTION DIMENSION 2.3 Communication**

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

**Distinguished**
- Establishes classroom practices that encourage all students to communicate effectively, using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings as 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/analytical 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**
- Establishes classroom practices that provide opportunities for most students to communicate effectively 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/analytical 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**
- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Anticipates possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions that are clear and coherent and use verbal and written communication that is clear and correct.
- Asks questions that are clear and coherent and use verbal and written communication that is clear and correct.
- Uses probing questions to clarify and elaborate learning.

**Developing**
- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstanding but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks questions that are clear and coherent and use verbal and written communication that is clear and correct.
- Uses probing questions to clarify and elaborate learning.

**Improvement Needed**
- 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
The purpose of this next activity is to think about how we might “unpack” or deconstruct each dimension of the T-TESS rubric. We will begin by looking at the Communication dimension (2.3) and use this as a model for an initial cursory view of the rubric. It will be necessary that we have in-depth conversations around each dimension to define what we expect to see in practice.
1. I want to start my highlighting in with the general description which reads: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort. This definition helps guide me in what to look for as I collect evidence. As I read it again, the words that I highlight because they stand out most are clearly and accurately communicates, then I would underline the word ‘support’ and would likely box the words persistence, deeper learning, and effort as these are the things the teacher’s communication should support.

2. Next, I want to do most of my highlighting in the “Proficient” column as this represents ‘rock solid’ teaching, not necessarily “Rock Star” but rock solid. As with every observation, we begin by looking at the Proficient performance level.

3. Then, I move to the first bullet………It reads………. The teacher establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. What stands out to me are the words “establishes practices” …and the words “most students” …then “communicate with teacher and peers”, so I will highlight those.

Just the words “establishes classroom practices” …..seem to point to something that is common and typically in place. I want to look for evidence of students actively communicating/ interacting with the teacher AND each other throughout the lesson. Again I want to keep in mind that “communication” is more than someone talking to someone else…….. I need to think about messages being ‘sent’ and received’. My eyes wander to the columns to the left, I see the inclusion of things like “visual tools”, “technology” in Accomplished, and “a variety of tools and methods” in Distinguished. This makes me realize that a stronger lesson will provide opportunities for students to communicate with the support of technology and visual media in addition to verbal and written communication with each other AND the teacher.

In the developing and improvement needed levels, I see there’s “some opportunity for dialogue, clarification or elaboration” then “little opportunity” with improvement needed.

To summarize my thinking, I started in the Proficient column to read the descriptor and highlight key words. Then I thought about what this might look and sound like in practice. Finally, I looked to the left, then to the right, to see how the descriptors change across performance levels.

4. The second descriptor reads … The teacher recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts. As I read this, words that stand out are “recognizes misunderstanding” so I highlight those… and “responds with array of techniques to clarify”.

In practice, the teacher sees students having difficulty and I’m capturing evidence to see what the teacher says and does to address the confusion or uncertainty and clear up misunderstandings. For example, I might also look for evidence of the teacher encouraging students to communicate with each other through exploration and inquiry to work through difficult concepts.

As we look to the left, we see that “anticipates” and “obstacles” have been added to the Accomplished level. In Distinguished, we see that the teacher uses the misunderstandings at strategic points to highlight misconceptions and inspire exploration and discovery.
When we look to the right, we see that in Developing, the teacher sees the misunderstandings but has limited ability to respond. In Improvement Needed, the teacher is unaware or unresponsive to these misunderstandings.

5. **The next descriptor reads:** *Provides explanations that are clear and uses verbal and written communication that is clear and correct.* Here I would highlight *explanations* and *clear*, along with verbal, written communication *clear and correct.* In terms of explanations being clear..............I think of communication as ‘something being sent and also received’! My thoughts here are that I would focus on the students in terms of the questions they are asking that might indicate a lack of understanding, or any looks of confusion that may stem from a lack of clear explanation by the teacher. These verbal explanations might also include visual explanations as well, through modeling by the teacher. I’m seeing evidence of verbal and written communication throughout the lesson.

As we look to the left, we see that “coherent” has been added under Accomplished, and the descriptor remains the same in Distinguished. When we look to the right under Developing, we see that “communication is generally clear, with minor errors of grammar. In Improvement Needed, we see inaccurate grammar, along with inaccurate spelling, grammar, punctuation or structure.

6. **We are back in the Proficient column, the fourth descriptor reads....** *asks remember / understand / and apply level questions that focus on the objective of the lesson and provoke discussion ..........* Here, I will highlight “remember/ understand/apply questions”..... “Focus on objective”... “provoke discussion.” What I’m seeing and hearing is questions at these levels, they are tied to the objective and discussion is occurring.

As I glance over to the Accomplished level, ....questions are at the creative, evaluative and/or analysis levels, with an expectation of broader understanding of the objective, and for deeper levels of student thinking, discussion, and learning. Again, these two levels seems to be placing more emphasis on students’ deep levels of understanding through the use of communication and questioning.

As we look to the right in Developing, questions are at the “remember and understand”, or knowledge and comprehension levels, and do little to amplify discussion. In Improvement Needed, the teacher rarely asks questions OR they don’t align to the lesson objective.

7. **The last descriptor in the Proficient column reads:** *uses probing questions to clarify and elaborate learning.* I would highlight the words ‘probing questions’ and the words clarify and elaborate. *I am seeing that probing questions are used to clarify content and processes or methods.*

*In Accomplished, I see that “skillfully” has been added, along with “extend.” Wait time has also been added in Accomplished. This isn’t simply wait time, it’s how the teacher deliberately uses wait time to allow students to think and process prior to communicating.*

*The last two descriptors in the Distinguished column show us how they pieces are skillfully used together to facilitated student-centered learning. (Read the last two descriptors in this column.)*
8. Last thing I’m going to ask you to do, is write the words “Teacher Centered” at the bottom of the Improvement Needed column. Now write the words “Student-Centered” at the bottom of the Distinguished column. Next take your pen and draw an arrow from teacher-centered to student-centered. This is telling us that as we move to the left, we are seeing more student-centered, perhaps student-led learning.

9. The “Look For’s” at the bottom of the page below, allow us to see ‘at-a-glance’ what this dimension measures or looks for.

Note: Rubrics should be deconstructed in a manner that allows teachers to see the emphasis for Proficient and what this might mean, along with the differences across performance levels. See example below.