

The Influence of Leadership on T-TESS (or any system of evaluation).

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<http://bit.ly/1W0VxeK>

Overall, T-TESS is a better framework than...PDAS.

T-TESS is just a tool, not magic.

Tools in the hands of lazy and/or incompetent people can cause a lot of collateral damage. Sadly, having lazy and incompetent people in leadership roles is not as rare an event as we want to believe.

Sean Cain of LYS (2016)

We will understand how to use the teacher evaluation process to create growth.

I will problem-solve common T-TESS implementation challenges and use a framework to consider how to approach different teachers.

Context of T-TESS

Orient Staff to the Rubric

Clarify a Goal Setting Process

Pre-Observation Conference

Informing

Building Trust

Observation

Post-Observation Conference

Self-Evaluation

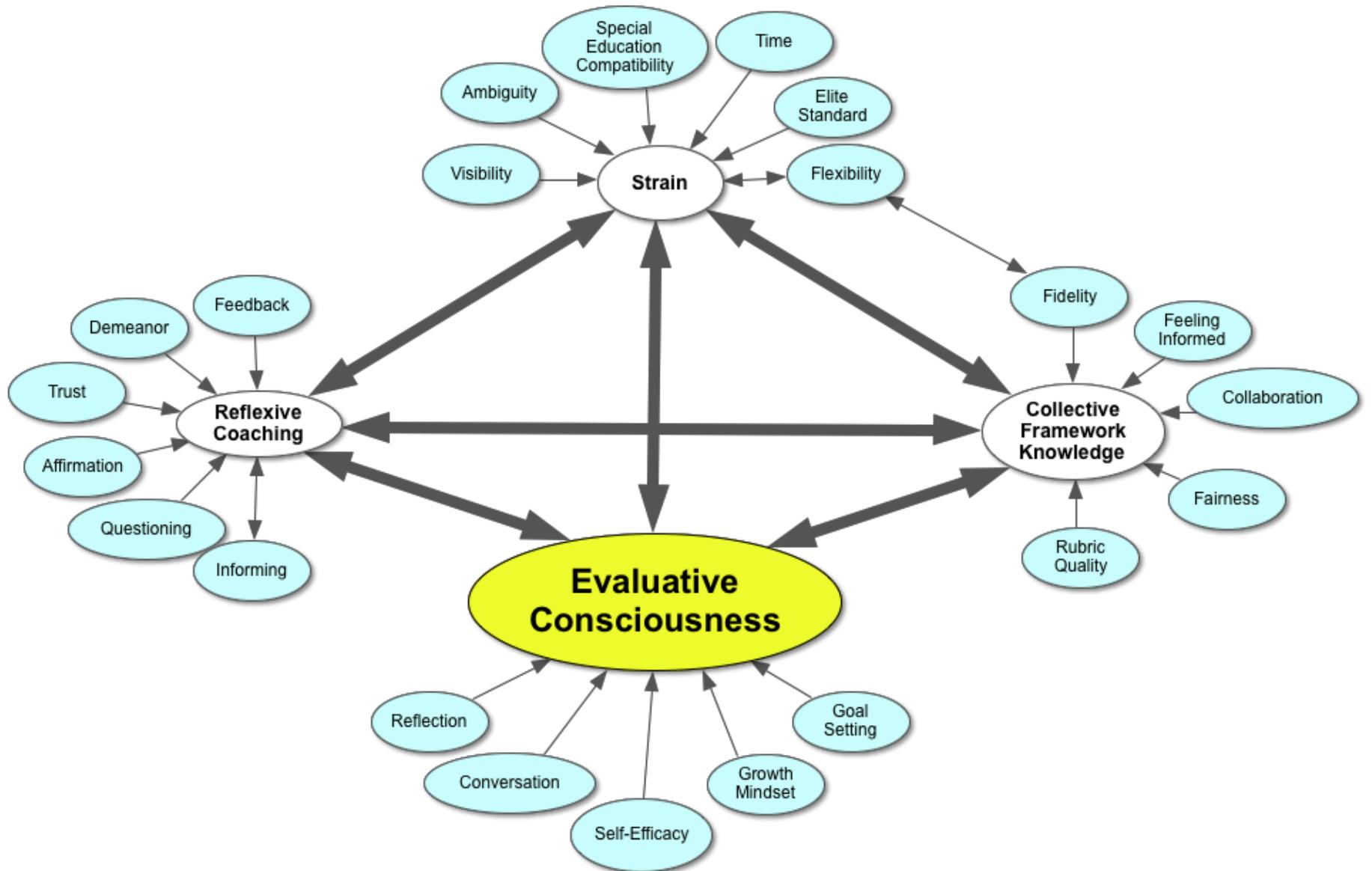
Reinforcement

Refinement

Reveal Scores

Evaluative Consciousness

An accurate perception of my own effectiveness as an educator, evidenced by strong reflection and a growth mindset.



*Teachers are immune to feedback
from a coach or administrator
when they have different definitions of quality.*

*The single most important thing
that a school leader can do
is reach agreement with the staff about quality.*

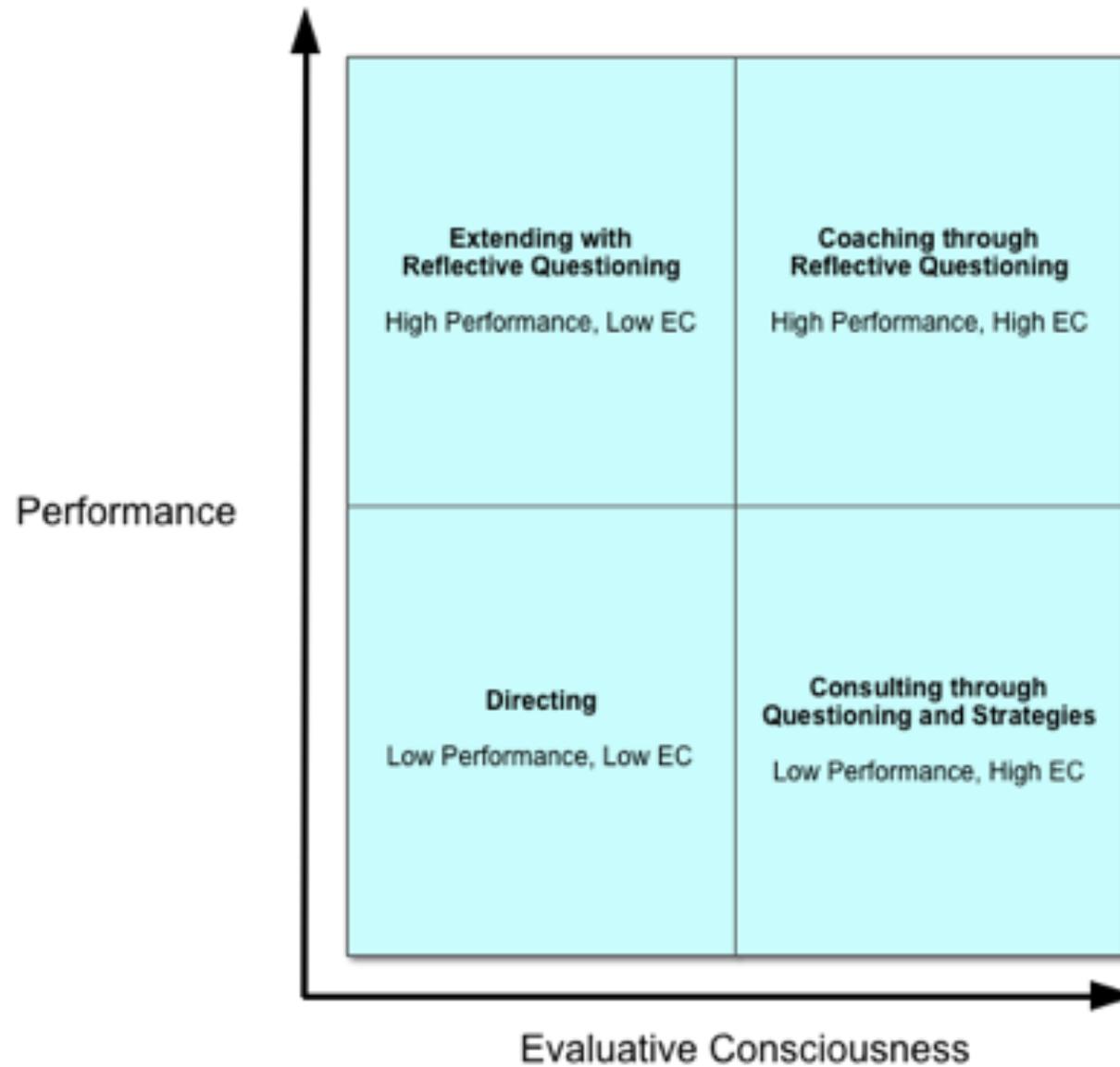
Fisher and Frey, 2010

Questioning

Finding: Strong questioning skills help teachers develop strong reflection skills.

Strategy/Gas Pedal: Ask open-ended, positive questions.

Parking Brake: Not knowing when to ask and when to direct.



What would you ask?

During a social studies lesson, you observe that students have a difficult time understanding the directions before starting a group activity. The activity centers around finding definitions to vocabulary in the textbooks. While the students are in groups, each student is tasked with writing the definition down for each word on a worksheet. Without prompting from the teacher, the students decide to divide and conquer.

An Effective Goal Setting Process

Finding: The goal setting process looks different on every campus. This is the first step of the T-TESS process and sets the tone for everything else. Poor, ambiguous goal setting leads to a rough start.

Strategy/Gas Pedal: Clarify the goal setting expectation.

Parking Brake: Misaligned goals between the campus, department, and classroom.

Feeling Informed

Finding: The more teachers feel informed about rubric dimensions, the more they feel it is a quality tool with a fair process.

Strategy/Gas Pedal: Use August PD to give an overview of T-TESS. Use on-going, embedded PD to dive deeper into modeling and learning each dimension. **Bonus:** Add instructional rounds.

Parking Brake: Eliminating clarifying meetings because staff feel stressed by change.

Elective and Special Education Relevance

Finding: Electives and SPED teachers feel this document is focused on the core areas. SPED teachers feel their responsibilities outside the classroom (ARDs, communication) aren't weighted correctly in T-TESS.

Strategy/Gas Pedal: Apply flexibility in the pre-observation conference with your electives and SPED chairs to establish relevance in these learning settings.

Parking Brake: Expecting all content areas to uniformly apply the rubric in the name of consistency.

What would you ask?

“My inclusion students read 1-2 grade levels below their peers. They just can’t be successful with higher level thinking questions. So, I’m never going to exceed proficient as a special education teacher.”

Growth Mindset

Finding: Educators with a growth mindset are more likely to flourish under T-TESS. Evaluation is a physical exam, not an autopsy.

Strategy/Gas Pedal: Use the message of growth mindset as a foundation for T-TESS.

Parking Brake: Not addressing the elephant in the room: teachers comparing scores and the stark contrast from PDAS.

Elite Standard

Finding: “Distinguished is a place you visit, not live.” Generally, teachers with a growth mindset like being stretched by a high standard. Those accustomed to getting all EE on PDAS find this experience pretty jarring.

Strategy/Gas Pedal: Prepare your staff by focusing on the quality behind proficient. Fidelity = Feelings of Fairness

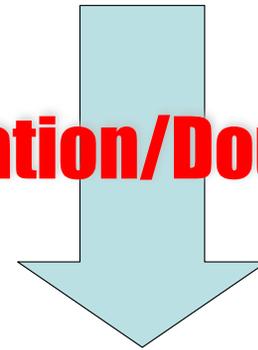
Parking Brake: The mindset of appraisers of using evaluations as rewards. Buffer with trust and relational capacity.

WHAT YOU
DON'T KNOW
YOU DON'T
KNOW



WHAT YOU
KNOW YOU
DON'T KNOW

Frustration/Doubt



WHAT YOU
DON'T KNOW
YOU KNOW



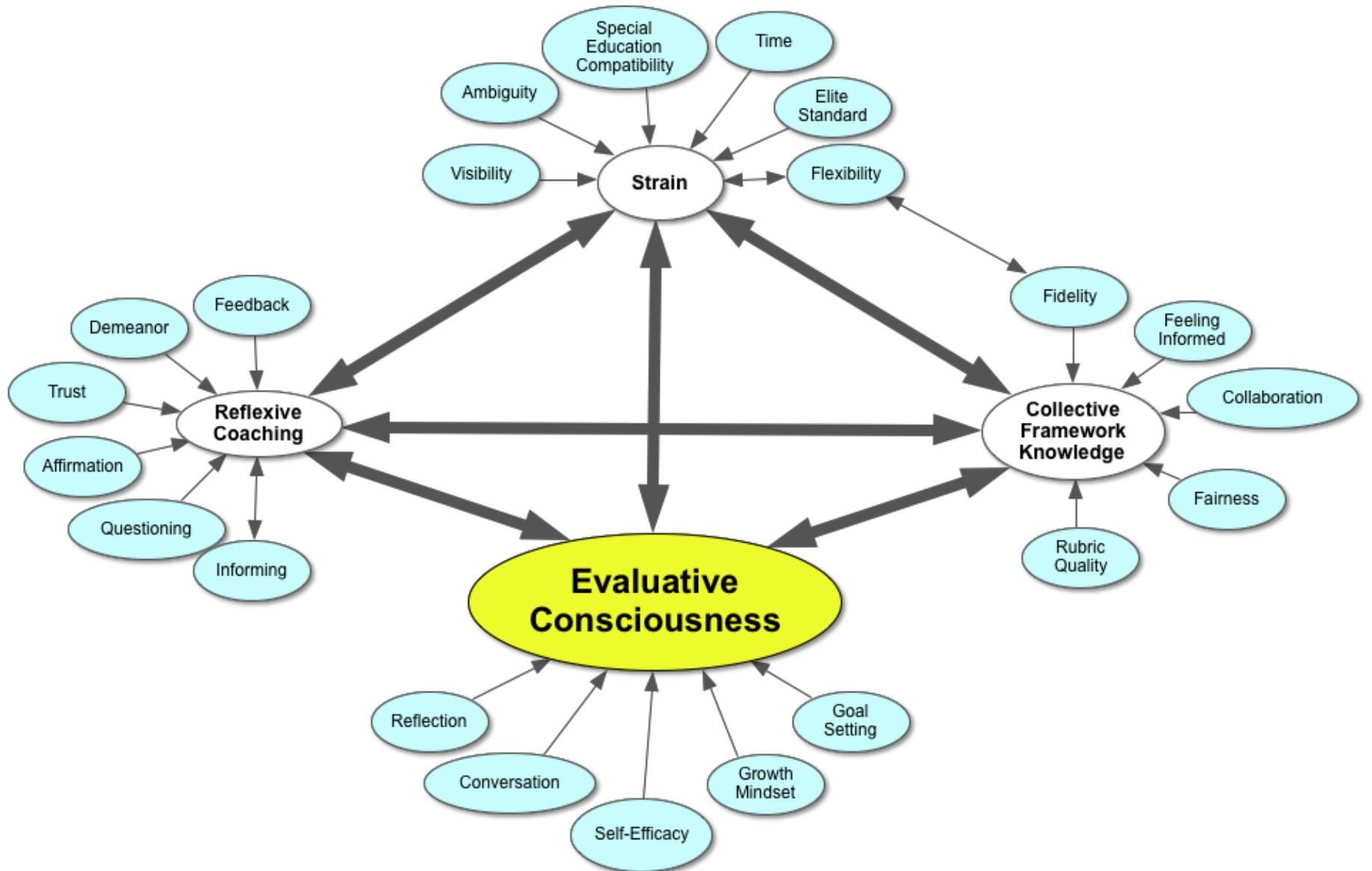
WHAT YOU
KNOW YOU
KNOW

Time

Finding: Regardless of how your district structures T-TESS, this system takes time to be done with quality.

Strategy/Gas Pedal: 1. Calendar all of your observations and conferences. 2. Work with your admin team to protect each other's time. 3. Develop a plan to be visible to all teachers despite the time T-TESS requires.

Parking Brake: Administrators not asking for time-management help.



Think of 1-2 Departments in Your School

List the names of at least 10 teachers.

Write a few words to describe them.

Fundamentalist:

Educators comfortable with the status quo. They consciously and subconsciously organize and work against any viable form of change. Their goal is to be left alone.



Believers:

Educators predisposed to the ideas and programs that support the idealism of education. They seek out and use the best professional models to support the achievement of students.





Survivors:

This group is made up of people that are burnt out and overwhelmed. A very small number (hopefully). They do not deeply engage with other staff members and likely need professional help to get their lives/career back on track.

Tweener:

Educators new to school culture. They will choose another category in 2-5 years. Easily influenced by the pervasive school culture.



Label Your List

These aren't condemnations. Just categories to organize thinking.

Fundamentalist:

Tweener:

Survivor:

Believer:

Note: Fundamentalists aren't
bad people.

However, it's our job to moderate their influence
on the school's **culture**
(attitudes, beliefs, and behaviors toward student learning).

We will understand how to use the teacher evaluation process to create growth.

I will use a framework to consider how to approach different teachers and problem-solve common T-TESS implementation challenges.

What is the most important thing you will do to strengthen your leadership for TTESS?



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