

Texas Teacher Evaluation and Support System (T-TESS)

Teacher Self-Assessment and Goal Setting Process: Appraiser Overview

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



Process Step	Purpose	Actions
Teacher Self-Assessment (Prior to the Goal Setting Conference)	To review teacher and student data, identify areas for professional growth, and promote a school culture of professional learners.	<p>Teachers:</p> <ul style="list-style-type: none"> Independently review data and reflect on professional practices, including reviewing the domains, dimensions, and descriptors of the T-TESS rubric. Formulate targeted goals on the Teacher Self-Assessment and Goal Setting template to include Goals, Actions, Targeted Completion Date, Evidence of Goal Attainment. Schedule an in-person Goal Setting Conference with your appraiser (recommended).* <p>Appraisers:</p> <ul style="list-style-type: none"> Determine if the proposed template will be used or if local changes will be incorporated. Provide an overview of the expectations for the Self-Assessment and Goal Setting Process, including how teachers are expected to collect evidence. Share established timelines for the process.
Goal Setting Conference* and Professional Development Plan	To identify professional goals for continuous growth and establish a professional	<p>Teachers:</p> <ul style="list-style-type: none"> Discuss the vision for professional growth with the appraiser in the Goal Setting Conference*, including a

*A Goal Setting Conference is recommended, but districts could choose to submit, discuss and accept goals and professional development plans via email or other means.

<p><i>(Within the First Three Weeks of School)</i></p>	<p>development plan to affirm, challenge and enhance practices which facilitate goal attainment.</p>	<p>professional development plan for how the goals will be met over the course of the year.</p> <ul style="list-style-type: none"> • Specify the types of support needed to meet the goals. • Identify milestones that will demonstrate progress towards the goals is occurring. • Specify the evidence that will support goal attainment. <p>Appraisers:</p> <ul style="list-style-type: none"> • Schedule to meet with teachers, as determined. • Ensure that teachers complete the goal setting process by the established timeline. • Follow-up with requested support from teachers.
<p>Professional Development Plan Implementation <i>(Throughout the School Year)</i></p>	<p>To establish and implement the plan as a continuous process designed to improve teaching, learning and student performance in a systematic and ongoing manner.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Regularly monitor your progress toward goals. • Collect evidence and data which links to the goal(s) and T-TESS Rubric domains and dimensions. • Discuss progress toward the goals with the appraiser. • Modify your goals, if necessary. • Obtain additional supports from the appraiser and/or colleague(s), if needed. <p>Appraisers:</p> <ul style="list-style-type: none"> • Establish timelines to periodically discuss the plan with teachers, i.e., staff meetings, grade/department meetings, individual teacher conferences. • Coach, support and follow-up with requested support from teachers. • Validate teacher implementation and connect the goals, professional development plan and implementation to informal and formal observations.
<p><i>Formative Reviews</i> <i>(Throughout the School Year)</i></p>	<p>To periodically assess how the professional development plan and goals are being met and adjust actions, as necessary, to reach the goals.</p>	
<p><i>Prepare for End-of-Year Conference</i> <i>(Prior to the scheduled End-of-Year Conference)</i></p>	<p>To collect evidence and data that supports how the goals were met prior to the End-of-Year Conference.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Identify the evidence and other data that align with each of the goals and support how the goals were met and/or progress towards the goal(s), including the impact on student performance. • Organize the evidence/data prior to the conference. • Prepare to discuss the evidence/data, goals, actions, timelines/completion dates, and ways to maintain and/or further develop practices. • Complete Part II of the Goal Setting template. <p>Appraisers:</p> <ul style="list-style-type: none"> • Schedule End-of-Year Conferences. • Communicate expectations for what teachers are to do prior to the conference, including what they are to present during the conferences.
<p>End-of-Year Conference</p>	<p>To review and assess the <i>Teacher Self-Assessment and Goal Setting</i> process goals through evidence and data to determine how goals were met and the impact on professional practices and student performance.</p>	<p>Teachers:</p> <ul style="list-style-type: none"> • Discuss the evidence and data with the appraiser as they relate to the goal(s). • Reflect on changes in knowledge and skills, including the impact on professional practices and student performance. • Celebrate successes and identify areas to continue learning and refining the skill set. • Record lessons learned and apply these in new ways. <p>Appraisers:</p> <ul style="list-style-type: none"> • Prepare for and conduct the End-of-Year

		<p>Conferences.</p> <ul style="list-style-type: none"> • Focus on growth over the course of the year, goal attainment and the teacher's evidence. • Connect changes in practice to changes in student performance. • Celebrate and validate the teacher's successes and refinement areas. • Emphasize the continuous improvement process.
<i>Preliminary Goal Setting and Planning for Following Year (Following the End-of-Year Conference)</i>	To link goals and areas of refinement as a continuous improvement cycle of professional development.	<p><i>Teachers:</i></p> <ul style="list-style-type: none"> • Capture the strengths and identified needs to determine future goals and professional development. • Identify areas of strength to continue stretching and areas of need to generate new goals for the following year. <p><i>Appraiser:</i></p> <ul style="list-style-type: none"> • Assist the teacher in connecting the current year Self-Assessment and Goal Setting process to a continuous improvement cycle for the next school year, including professional development over the summer to support learning.



The teacher self-assessment, goal setting and professional development processes are all interwoven and applied throughout the year to positively impact each teacher's professional practices and ultimately increase student performance.