

## Possible Roles and Responsibilities for District Leaders to Support T-PESS

The Texas Principal Evaluation and Support System (T-PESS) is a new principal evaluation system for the state of Texas designed to support principals in their professional development and help them grow and improve as campus and instructional leaders. The system is intended to improve communication between a supervisor and a principal with fairness, transparency, and accurate and constructive feedback.

Preparation for adoption of this evidence-based system will require support and collaboration with various leaders within the district, each of whom can contribute to successful implementation.

### **SUPERINTENDENT**

- Clarify district mission and vision as they relate to the basic purpose of the goals of T-PESS
- Cultivate a culture of continuous improvement and educator self-reflection at all levels in the organization
- Message the idea T-PESS is about improving practice and increasing highly effective campus leadership
- Incorporate the T-PESS process in the district plan
- Create readiness for organizational transformation
- Identify who will lead overall implementation efforts and monitor implementation progress (district and school-level leaders)



### **LEAD T-PESS CONTACT**

- Facilitate on-going communication with state leaders and ESC partners
- Ensure direct communication regarding T-PESS with district and campus leaders
- Develop a clear timeline for T-PESS implementation in the pilot district
- Plan sufficient initial training before roll out to build capacity with campus leaders
- Facilitate T-PESS overview session(s) to build understanding among applicable staff
- Ensure routine follow-through during the year (T-PESS as standing item on meeting agendas, etc.)
- Build understanding of the link between the new Texas Principal Standards and T-PESS
- Develop and implement a plan for Central Office support for T-PESS implementation
- Initiate discussion about how T-PESS process and results can be used to help many areas of the organization

## **PRINCIPAL APPRAISER**

- Know and understand the T-PESS rubric
- 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 Principal Summary Rating Form contains 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 and Final Evaluation Conferences

## **PRINCIPAL**

- Know and understand the T-PESS rubric
- Understand the T-PESS process.
- 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 and Final Evaluation Conferences
- Draft goal(s) for the subsequent year based on the final evaluation

## **HUMAN RESOURCES**

- Include campus leaders as the district plans for T-PESS roll-out
- Create a visual that clarifies the flow of the process in the district from initial orientation to end of year activities
- Develop local guidelines/administrative procedures to ensure consistent implementation of the T-PESS process
- Determine process and structure for routine calibration and inter-rater reliability to ensure consistency in T-PESS scoring if more than one appraiser is involved

## **CURRICULUM and INSTRUCTION and PROFESSIONAL DEVELOPMENT**

- Provide professional development for appraisers on how to provide effective, meaningful, growth-oriented feedback
- Develop a long range PD plan for initial and ongoing training for all instructional leaders to increase instructional capacity across the district

## **TECHNOLOGY**

- Determine technology needs for T-PESS implementation
- Identify person(s) to take lead on technology support

## **COMMUNICATION**

- Create talking points to share with staff prior to T-PESS implementation
- Provide routine updates for Board of Trustees, etc.

## **FINANCE**

- Conduct a comprehensive cost analysis for T-PESS implementation
- Create a plan in response to time/cost analyses to ensure full utilization and support of T-PESS over time

Notes: