

## **2021-2022 Updated T-PESS Indicators for T-PESS**

To be implemented in the 2021-2022 school year (visit [tpepp.org](http://tpepp.org) for info)

### **Domain I: Strong School Leadership & Planning**

- 1.1 Ethics & Standards
- 1.2 Schedules for Core Leadership Tasks
- 1.3 Strategic Planning
- 1.4 Change Facilitation
- 1.5 Coaching, Growth, Feedback and Professional Development

### **Domain II: Effective, Well-Supported Teachers**

- 2.1 Human Capital
- 2.2 Talent Management
- 2.3 Observations, Feedback & Coaching
- 2.4 Professional Development

### **Domain III: Positive School Culture**

- 3.1 Safe Environment & High Expectations
- 3.2 Behavioral Expectations & Management Systems
- 3.3 Proactive & Responsive Student Support Services
- 3.4 Involving Families & Community

### **Domain IV: High-Quality Curriculum**

- 4.1 Standards-based Curricula & Assessments
- 4.2 Instructional Resources & Professional Development

### **Domain V: Effective Instruction**

- 5.1 High-Performing Instructional Leadership Team
- 5.2 Objective-Driven Plans
- 5.3 Effective Classroom Routines & Instructional Strategies
- 5.4 Data-Driven Instruction
- 5.5 Response to Intervention

## **2014-2020 T-PESS Framework Indicators Template:**

### **Domain I: Instructional Leadership:**

- 1A: Curricula and Assessments Alignment
- 1B: High-Quality Instructional Practices
- 1C: Student Data Monitoring
- 1D: Effective Instruction

### **Domain II: Human Capital:**

- 2A: Recruitment and Retention
- 2B: Coaching and Professional Development
- 2C: Collaboration and Leadership
- 2D: Clear Expectations and Evaluations

### **Domain III: Executive Leadership**

- 3A: Solutions-Oriented
- 3B: Reflective and Responsive
- 3C: Effective Communication
- 3D: Ethical Practices

### **Domain IV: School Culture**

- 4A: Shared Vision of High Achievement
- 4B: Monitors and Supports
- 4C: Family and Community Engagement
- 4D: Safe School Environment
- 4E: Discipline Management

### **Domain IV: Strategic Operations**

- 5A: Strategic Planning
- 5B: Maximized Learning Time
- 5C: Tactical Resource Management
- 5D: Policy Implementation and Advocacy

## **2014-2020 T-PESS Assistant Principal**

### **Domain I: Instructional Leadership**

- 1A: Implementation of state & district curriculum & assessments.
- 1B: Monitors & ensures high quality instructional practice.
- 1C: Monitors multiple forms of student data to inform instruction.
- 1D: Ensures effective instruction maximizes growth.

### **Domain II: Human Capital**

- 2A: Recruits, places and mentors diverse & highly effective teachers & staff.
- 2B: Coaches & develops teachers and staff with feedback and learning opportunities.
- 2C: Implements collaborative leadership opportunities.
- 2D: Provides clear expectations for performance & conducts rigorous evaluations.

### **Domain III: Leadership**

- 3A: Solutions-oriented; treats challenges as opportunities.
- 3B: Acts on feedback, reflects on growth areas, seeks development opportunities.
- 3C: Communicates with audiences & develops productive relationships.
- 3D: Adheres to the Code of Ethics & Standard Practices for TX Educators & follows practices & procedures of his/her district.

### **Domain IV: School Culture**

- 4A: Develops, implements, & sustains a shared vision of high expectations for all students & staff.
- 4B: Establishes, reinforces & monitors expectations for adult, staff & student conduct, including social & emotional supports.
- 4C: Purposefully engages families & community members in meaningful student learning experiences.
- 4D: Creates a safe school environment that ensures the social, emotional, & physical well-being of staff & students.
- 4E: Applies a variety of student discipline techniques to meet the behavioral & academic needs of individual students.

## **High Performance Instruction (non T-TESS example)**

### **Relationship-Driven**

- 1.1 Supporting the development of the whole learner.
- 1.2 Building trust and a sense of security and belonging.
- 1.3 Communicating and collaborating with others skillfully.
- 1.4 Creating a culturally responsive and accepting environment.

### **Results-Focused**

- 2.1 Ensuring high expectations for every student in both character and academics.
- 2.2 Monitoring student progress and celebrating student growth.
- 2.3 Providing targeted support that is responsive to student needs.
- 2.4 Working interdependently in a thriving professional learning community that promotes collective efficacy.

### **Intentionally Personalized**

- 3.1 Utilizing expertise to explore and create personalized student learning plans and pathways.
- 3.2 Leveraging technology to innovate, connect, share, and enhance collaboration.
- 3.3 Exchanging effective feedback in order to continuously improve and grow.

### **Student Owned**

- 4.1 Fostering a classroom culture of risk-taking, innovation, and self-reflection.
- 4.2 Providing engaging learning experiences driven by challenging, student centered goals.
- 4.3 Building networks to enhance engagement, relevance, and global connectedness.
- 4.4 Inspiring a lifelong, insatiable desire to learn.

## **District & Campus Effective Leadership**

### **Student Focused**

- 1.1 Insists on high expectations and care for students.
- 1.2 Driven by a sense of urgency with a focus on results.
- 1.3 Sets ambitious goals and holds oneself accountable.
- 1.4 Demonstrates a deep understanding of high-quality teaching.
- 1.5 Rigorously analyzes data and uses it to ensure student progress.

### **Relationship Focused**

- 2.1 Establishing a culture of trust, partnership, and collaboration.
- 2.2 Skillfully communicating and gathering feedback from every voice.
- 2.3 Always thinking “we” and not “me”.
- 2.4 Being culturally responsive and celebrating our rich diversity.
- 2.5 Leading from our values including integrity, gratitude, humility, and kindness.

### **Empowering Others**

- 3.1 Inspiring, coaching, encouraging, and developing others.
- 3.2 Recognizing excellence and celebrating progress.
- 3.3 Distributing leadership and empowering others.

### **Personal Growth Focused**

- 4.1 Always seeking opportunities to continuously learn and grow.
- 4.2 Thoughtfully disrupting the status quo.
- 4.3 Catalyzing innovation, embracing failing forward.
- 4.4 Being joyful, reflective, transparent, and deliberate in applying our learning to change the world.

## **Paraprofessionals**

### **Job Performance**

- 1.1 Quality of Work
- 1.2 Quantity of Work
- 1.3 Job Skills
- 1.4 Organizational Skills
- 1.5 Safety & Operation of Equipment

### **Interpersonal Skills & Professionalism**

- 2.1 Flexibility & Adaptability
- 2.2 Supervision
- 2.3 Initiative
- 2.4 Judgment & Decision-Making
- 2.5 Relationships & Communication

### **Policies & Procedures**

- 3.1 Compliance
- 3.2 Attendance
- 3.3 Punctuality
- 3.4 Appearance
- 3.5 Professional Learning & Growth

## **Alternative School/Discipline Teacher**

### **Teaching & Student Learning**

- 1.1 - Identifies Students as Individual Learners
- 1.2 - Sets worthwhile & attainable goals & objectives.
- 1.3 - Connects content to student learning goals.
- 1.4 - Generates varied formats and informal evidence to improve student growth.

### **Learning Environment**

- 2.1 - Allows students to demonstrate self-confidence.
- 2.2 - Tasks & resources support student growth and proficiency.
- 2.3 - Creates a safe, secure learning environment with praise and positive reinforcement.
- 2.4 - Recognizes individual differences in students.

### **Professional Growth**

- 3.1 - Demonstrates personal growth in instructional knowledge and skills.
- 3.2 - Engages in active, collaborative reflection.
- 3.3 - Takes an active role in school-based professional learning.
- 3.4 - Stays current with research; incorporates new findings into practice.
- 3.5 - Regularly analyzes, evaluates and reflects on quality of practice.

### **Professionalism**

- 4.1 - Reaches out to parents as valued partners.
- 4.2 - Seeks leadership opportunities and shares school improvement responsibility.
- 4.3 - Contributes to school effectiveness by working collaboratively with other professionals.

**Special Education - T-TESS** [TCASE presentation link](#) [ESC 20 SE-TTESS app](#)

**Domain I: Planning**

- 1.1 Standards and Alignment
- 1.2 Data and Assessment
- 1.3 Knowledge of Students
- 1.4 Activities and Administration

**Domain II: Service Provision and Instruction**

- 2.1 Achieving Expectations
- 2.2 Knowledge and Expertise
- 2.3 Communication

**Domain III: Professional Environment**

- 3.1 Professional Environment, Routines and Procedures
- 3.2 Professional Management of Behavior

**Domain IV: Professional Practices and Responsibilities**

- 4.1 Professional Demeanor and Ethics
- 4.2 Goal Setting (Optional)
- 4.3 Professional Development
- 4.4 School Community Involvement