EDAD 5377
Texas Teacher Evaluation and Support System (T-TESS)
&
Advancing Educational Leaders (AEL)

Course Syllabus
Spring 2017

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Class Location:  
Class Time: Saturday 9:00-5:00PM

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I. Course Description

This course examines the structure and function of the official appraisal system for Texas teachers and provides training in support of the implementation of impactful strategies designed to improve instruction and student performance at the campus and district level. At the successful conclusion of the course, the students will receive official certification by the State of Texas to use the Texas Teacher Evaluation and Support System (T-TESS) appraisal instrument. In addition, this class will also include the curriculum for students to earn Advancing Educational Leaders (AEL) certification, which is the prerequisite to earning a T-TESS certificate.

II. Rationale

The purposes of this course is to provide a review of teacher effectiveness criteria, the teacher appraisal process and official training in the Texas Teacher Evaluation and Support System and Advancing Educational Leadership. This training is an expectation for entry level campus administration positions.

III. Certification

5 Themes of Advancing Educational Leaders (AEL)

- Creating Positive School Culture
- Establishing and Sustaining Vision, Mission, and Goals
- Developing Self and Others
- Improving Instruction
• Managing Data and Processes

7 Strands of Advancing Educational Leaders (AEL)

• Curriculum and Instruction—Principal Standard: 1(A)(i):

• Data Gathering and Analysis—Principal Standard 1(A)(ii):

• Goal Setting—Principal Standard 2(A)(i) and 5(A)(i):

• Effective Conferencing Skills—Principal Standard 2(A)(ii):

• Conflict Resolution Skills—Principal Standard 3(A)(i):

• Team Building Skills—Principal Standard 5(A)(ii):

• Teacher Coaching and Mentoring—Principal Standard 3(A)(ii):

Texas Teacher Evaluation and Support System covers four domains of study:

I. Planning
II. Instruction
III. Learning Environment
IV. Professional Practice and Responsibilities

These four domains of the T-TESS emphasize on goal setting and professional development in order to positively impact student and teacher and student learning outcomes. The sixteen dimensions included in these four domains are aligned with the revised aspirational standards in Texas Education Code. The official training in the Texas Teacher Evaluation and Support System provides overall reinforcement and support of these standards.

V. Course Objectives/Learning Outcomes

This course is designed to enable students to:

1. Obtain the skills necessary to facilitate curriculum and instruction, data gathering and analysis, goals setting, conferences, team-building and conflict resolution, and mentoring and coaching (AEL).
2. Develop understanding and skill set to facilitate the T-TESS appraisal process.
3. Reinforce and enhance teaching practices that will contribute to improved student learning.
4. Analyze performance and appropriate data to provide meaningful feedback and direction to teachers.
VI. Course Topics

The major topics to be considered for AEL are arranged in the following diagram:

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The major topics to be considered for T-TESS are as follows:

1. Discuss the research base for teacher effectiveness criteria,
2. Compare the Texas Teacher Evaluation and Support System to other types of appraisal.
3. Explain the Texas requirements for a locally approved teacher appraisal system.
4. Review the literature on teacher appraisal
5. State and discuss the training expectations and performance standards for becoming a certified appraiser.
6. Discuss similarities and differences of the PDAS and T-TESS.
7. Discuss in-depth the Commissioner’s Rules for the T-TESS.
8. Discuss standard of Proficiency for scoring.
9. Analyze Planning and Goal Development in T-TESS.
10. Successfully evaluate case studies/video tapes at proficiency standards.
11. Discuss conferencing techniques and conference requirements.
12. View and score videos using T-TESS criteria.
13. Document cumulative data to be used in teacher appraisal.
VII. Instructional Methods and Activities

Methods and activities for instruction include:

AEL
1. Traditional experiences (lecture, discussion, demonstration, reflection, note taking, etc.)
2. Case Studies
3. Videos of classroom teaching situations

T-TESS
1. Traditional experiences (lecture, discussion, demonstration, etc.)
2. Case Studies
3. Videos of classroom teaching situations

VIII. Evaluation and Grade Assignment
There are two evaluative parts with this course.

1. Texas Teacher Evaluation and Support System (T-TESS) Certification

In order to achieve T-TESS certification as an appraiser and credit for this assignment, students demonstrate the following:

- Attendance of all hours of in class training devoted to T-TESS.
- Successful completion of all T-TESS activities.
- T-TESS appraiser training is a scripted program prepared by the Texas Education Agency and is based in part on clock hours. In order to be recommended for T-TESS certification, students may not miss any scheduled class. Therefore attendance/participation in all sessions and completion of all assignments is critical. You will not be certified in T-TESS if you miss ANY class.
- As a pre-step, please set up an account at: https://www.teachfortexas.org/Account/Login
  Your professor will then “approved” your profile and you will be able to access the rest of the site after.
  - First Day of Training_______________
  - Name of Trainer: Israel Aguilar
  - Place of Training: TAMU-CC
  - Name, School, Role, Etc.

Once completed, click on the 'Register' button below and you will be greeted with a message similar to this one with your name on it.

Registration Complete!

Account for t-tess trainer has been created.
You will be able to login and access your resources after your trainer has approved your account.
If you are in need of immediate assistance please email Support@TeachForTexas.org
6. Wait until you receive an email stating that your Trainer has “Approved” your account and granted you access the certification test.

**NOTE:** You will NOT have access to the certification test or admin areas of the website, until your Trainer has 'Approved' your account.

- To become a certified teacher appraiser you must also complete an additional two-step process online:
  - View and appraise a teacher lesson
  - Post Conference

2. Advancing Educational Leaders (AEL) Certification

In order to achieve AEL certification as an appraiser and credit for this assignment, students demonstrate the following:

- Attendance of all hours of in class training devoted to AEL.
- Successful completion of all AEL activities.
- AEL training is a scripted program prepared by the Texas Education Agency and is based in part on clock hours. In order to be recommended for AEL certification, students may not miss any scheduled class. Therefore, attendance/participation in all sessions and completion of all assignments is critical. You will not be certified in AEL if you miss ANY class.

For this part, an account will be set up for you, but students will need to fill out a form with Name, School, Role, Etc. this form can be found on the Syllabus TAB in Black Board.

In order to successfully complete this course, students are required to successfully complete the following:

- **Attendance and Participation – (50%)**: Students are expected to be in attendance and participate fully during the entire timeframe of each session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms.

- **AEL Certificate Completion – (25%)**: Each student will earn the AEL certificate and earn 25% credit.

- **T-TESS Certificate Completion (25%)**: Each student will earn the T-TESS certificate and earn 25% credit.

**Grading Policy:**

Grading Scale (in percent)

- 90 – 100 = A
- 80 – 89 = B
- 70 – 79 = C
60 – 69 = D
59 and below = F

Grades (Source: Graduate Catalog)

Student Responsibility
Since this course includes a curriculum that is part of the state requirement to receive certification as a teacher appraiser, student attendance is an absolute necessity in all class meetings. Student absences, arriving late, or leaving the class early will not be accepted. If one cannot meet this requirement, one should consider not registering for this course at this time. Upon completion of the in-class T-TESS training and AEL training, students are responsible for completing the T-TESS online component to become a certified appraiser of teachers.
IX. Course Schedule

LUNCH ON YOUR OWN; PLAN FOR A WORKING LUNCH OF 30 MINUTES ON EACH DAY

Jan. 21

Introductions & Review of the Syllabus

AEL DAY 1 AM
Intro to AEL Conceptual Framework
Exploring the AEL Themes
Creating Positive School Culture
- Building Blocks of Culture
- A Culture Story
- Making Connections
- 5 Dysfunctions of Team
Anchor your learning

AEL DAY 1 PM
Rattlesnake Alert
Establishing and Sust. Vision, Mission, and Goals
- Know your Campus
- Establish Beliefs
- Anticipate Obstacles
- Align Values and Beliefs
- Putting it in Writing
Personal Vision
Anchor your Learning.

Jan. 28

AEL DAY 2 AM
Welcome
Developing Self and Others
- Compass Points
- Personal Vision
- Leadership Style
- Microlabs
- Action Planning
Conflict Resolution
- Conflict Continuum.

Complex Pieces (AEL DAY 2 AM Cont.)

AEL DAY 2 PM
Improving Instruction
- Where do you stand
- Instructional Leadership
- Chalk Talk
- Action Planning
Teacher Coaching
-Hopes and Fears
-WAIT
-Paraphrasing
-Partner Coaching
AEL.education
Anchor your learning/Closure.

Feb. 4

**AEL DAY 3 AM**
Welcome
What’s your APP
Improving Instruction
-Coaching, Mentoring, and Supervising
-Coaching Conferences
-Habits and Skills of an effective coach
-Coaching consultants
-Coaching the coach
-Effective Conferencing
  -Kaleidoscope
Managing Data & Processes
-Sources of data

**AEL DAY 3 PM**
Managing Processes (AEL DAY 3 AM cont.)
Leadership Analogies
CAFÉ AEL/Action Planning
Anchor Your Learning/Closure

**T-TESS:**
(Appraisal Training Agenda Day 1 - am)
T-TESS Overview
Rubric Overview
Evaluation Cycle

Feb. 11.
(NO CLASS)

Feb. 18

**T-TESS:**
(Appraisal Training Agenda Day 1 – am continued)
Collecting Evidence
Scripting
Pre-Conference
Planning domain

**T-TESS:**
(Appraisal Training Agenda Day 1 - pm)
Look For’s
Planning domain
Pre-conference across domains
Evidence reminders
View Lesson and debrief: 4th Grade ELA
Post-Conference

Feb. 25

T-TESS:
(Appraisal Training Agenda Day 2 - am)
View Lesson: 4th Grade Math
Review the 7th Grade PE Lesson Plan, View Lesson, Observation of Classroom Instruction

(Appraisal Training Agenda Day 2 - pm)
Evidence and Ratings
Categorizing Evidence – Assigning Ratings
Calibrations

T-TESS:
(Appraisal Training Agenda Day 2 – pm continued)
Post-Conference Plan Review
7th Grade PE Conference Plan
Refinement Area
Post-Conference Coaching/Debriefing

(Appraisal Training Agenda Day 3 - am)
Laser Lesson Analysis: 4th Grade ELA

March 4

T-TESS:
(Appraisal Training Agenda Day 3 – am continued)
Review, View, Observation of 5th/6th Grade Math Lesson
Categorize
Calibrations

(Appraisal Training Agenda Day 3 - pm)
Domain 4 – Capturing Evidence
Goal Setting and Professional Development
Linking the Dimensions
T-TESS Timeline
T-TESS Portal
X.  **Textbook(s)**

- Advancing Educational Leadership Participant Guide. Texas Education Agency. Will be provided.

- Texas Teacher Evaluation and Support System Binder. Texas Education Agency. Will be provided.

XI.  **Bibliography**

Recommended Supplemental Reading:


Weichel, W., (2001). An analysis of student outcomes on co-taught settings in comparison to other special education service delivery options for students with


**XII. Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**XIII. Disabilities Accommodations**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

**XIV. Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an automatic F.

**XV. Dropping a Class**
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. April 11th is the last day to drop a class with an automatic grade of “W” this term.