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

Course Syllabus
Spring 2019

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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:

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

- Attendance - (25 pts):
  Students must attend ALL class meetings; One absence will cause one to forfeit the both certificates. To avoid the loss of these points and the assignment of an overall grade of “C”, students who miss one class meeting should drop the course and enroll in it next term.

- Participation in all AEL and T-TESS class activities– (75pts):
  Quality class discussions will be noted during class, so students should actively engage with peers and course content. Specific grades will be given for quality and quantity of scripted notes and any homework where notes are organized/classified.

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)
TEXTBOOKS:
ALL Students, regardless of major, will need to purchase the two text books on-line via marketplace for this class: Visit http://education.tamucc.edu/ and click on “Shop: Marketplace” in the menu.

- AEL Book: $40.00
- TTESS Book: $50.00

After an on-line purchase, pick up your materials from Eliza Lara, Faculty Center 201, Monday-Friday between 9 a.m. and 4:30 p.m. Be prepared to show your order receipt (either on your phone or a printout is ok).

If you have any questions, please contact Eliza Lara: eliza.lara@tamucc.edu or 361-825-2992.

CREATING ON-LINE ACCOUNT @ AEL WEBSITE: https://ael.education

Participants will fill out their own personal information directly on the AEL website after they have finished the AEL training. Here are the simple steps they will follow:

1. Go to https://ael.education
2. Go to the Training Completion Form page, found on the Training drop-down menu.
3. Fill out the date, location and instructor of the training.
4. Type in your First, Middle and Last name, and Email address.
5. Complete the Survey (all responses are anonymous.)
6. Click on the Submit button.
7. Wait until your Trainer “verifies and approves” the account to receive the AEL certificate via email.

CREATING ON-LINE ACCOUNT @ TEACH FOR TEXAS WEBSITE: teachfortexas.org
You will need the following information:

- First Day of Training __________________
- Name of Trainer: Israel Aguilar
- Place of Training: TAMU-CC
- Name, School, Role (Observer)

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

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 is a two-step process. The second part is online and requires you to View and appraise a teacher lesson and score it. This will be done on your own time and after the class is over.

CREATING ON-LINE ACCOUNT @ ESC2 FOR CERTIFICATE PAYMENTS ONLY

Mark Picozzi
mark.picozzi@esc2.us

General Note: Please use the same email address for both systems below.

• Instructions for creating registration account @ ESC Region 2
  o If student already has an account under their district email, they only need to login
  o Purpose: Payment Only
  o Account Sign-up
    https://www.escweb.net/tx_r2/shoebox/account/signup.aspx
  • Organization: Region 02 ESC

• Course Links
  o Advancing Educational Leadership (AEL)
    https://www.escweb.net/tx_r2/catalog/session.aspx?session_id=1397337
Texas Teacher Evaluation and Support System (T-TESS)
https://www.escweb.net/tx_r2/catalog/session.aspx?session_id=1397338

By registering and paying the fee (75.00X2) for the AEL and TTESS workshop on the ESC-2 workshop site, you are only paying a fee for the certificate which will be accessible at www.teachfortexas.org for TTESS and https://ael.education (ESC 13) for AEL. Your certificate will be released only upon satisfactory completion of the course and payment for the certificate. Please do not share these registration links with anyone, especially since I will have sent them your name ahead of time and ESC2 knows who is eligible. Once you pay, you will have access to print the certificate at any time via teachfortexas.org or https://ael.education (ESC13)

Students with a major in Higher Education can choose to purchase the AEL and/or T-TESS Certificate after the class is complete, too, but it is not required as it is required for students with an Educational Administration major who wish to become principals.
Course Schedule

1/15
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

1/22
- 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.

1/29

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

2/5
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.

2/19

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

2/26

No Class

3/5

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

3/19

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

3/19

**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

3/26

**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

4/2

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

4/16

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

4/23

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

4/30

(Appraisal Training Agenda Day 3 - *pm*)
Domain 4 – Capturing Evidence
Goal Setting and Professional Development
Linking the Dimensions
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. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

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.

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.

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.