



T-PESS Tips – December 2016/January 2017

Timely Resources for T-PESS

T-PESS Portal: <https://tpess.org>

1. [T-PESS Mid-Year Goal Progress Form](#)
2. [T-PESS Mid-Year Protocol](#)

Coaching and Conferencing

Just as T-TESS asks campus leaders to support the growth and development of teachers, T-PESS asks principal appraisers to support the growth and development of principals, including coaching principals on how to be more effective instructional leaders. T-PESS is designed to encourage an ongoing dialogue between appraisers and appraisees by creating multiple opportunities for coaching. The MOY conference provides a pivotal opportunity for timely dialogue and feedback that acknowledges the ever-changing work of a leader.

MOY Conference

- The middle-of-year conference is intended to be a collaborative conversation about goal progress, discussing where success has occurred, and considering, if necessary, potential changes to the plan to achieve goals. It is not designed to work through all 21 indicators on the T-PESS rubric. As a reminder, principals should have at least one goal that focuses on developing an area of their personal practice that may or may not be directly linked to an immediate campus need.
- Prior to the MOY conference, the appraiser should develop a conference protocol with guiding questions to help ensure a conversation focused on professional growth while strengthening the consistency of principal appraisal and support across the organization. A sample protocol with guiding questions is available in the [T-PESS Mid-Year Protocol](#)
- In preparation for the MOY conference, the appraisee may provide preliminary data, evidence, or artifacts related to the goal for review by the appraiser prior to the conference.
- Appraisers who have had been in regular communication with appraisees prior to the MOY conference are more likely to find the process becoming truly cyclical – a continuous growth process with a series of increasingly efficient conferences that pick up where others left off and are focused on progress made, where educators are now, and what should be refined moving forward.

Leading Second-Order Change

As we approach the middle of the school year, it may be helpful to revisit what we know about leading a significant change, especially if this is your first year with T-PESS/T-TESS. Although much can be said about leading change, two key points to keep in mind: (1) making a significant change often feels uncomfortable because it requires the leader to emphasize new or unfamiliar areas of focus which can be unsettling, especially for those most impacted by the change, however, (2) it also provides an excellent time to recognize and provide practical leadership opportunities for strong educators in the district which builds the leadership capacity of the organization. Knowing that leading “second-order” change sometimes feels like going backwards in order to go forward can help administrators balance their work and practice distributed leadership to fulfill both important and essential responsibilities. (Fullan 2001)

Please take advantage of your ESCs for support as you work through implementation. You can also contact Linda Johnson at linda.johnson@tea.texas.gov to talk through any part of the T-PESS process.