

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

T-PESS is a standards-based professional evaluation system that provides a road map for professional growth and continuous professional improvement. The intended purpose of the Texas Principal Evaluation and Support System is to encourage principal growth and development through a collaborative and collegial process centered on the Texas Principal Standards. The Texas Principal Evaluation System strengthens the evaluation process and provides opportunities for both professional and organizational growth. The T-PESS process promotes increased communication between supervisors and principals predicated on fairness and transparency, within a system that promotes candid and constructive feedback.

Preparing for the adoption and successful implementation of the T-PESS system will require support and collaboration with leaders within the district, each of whom can contribute to a successful implementation.

### **SUPERINTENDENT**

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

### **LEAD T-PESS FACILITATOR (may be Superintendent or designee)**

- Facilitate ongoing communication with state leaders and ESC partners regarding T-PESS
- Develop a clear timeline for T-PESS implementation in year one and beyond
- Plan sufficient training before rollout with campus leaders and plan necessary follow-up training
- Facilitate T-PESS orientation/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.)
- Develop and implement a plan for central office support for T-PESS implementation

### **PRINCIPAL APPRAISER**

- Embrace the supervision of principals as a primary responsibility
- Receive comprehensive training in the T-PESS process and have ongoing opportunities for reflection and professional development to improve supervisory practice
- Ensure that the focus of principal supervision is to improve principal performance and develop capacity
- Know and understand the Texas Standards for Principals
- Implement the T-PESS system and ensure that all steps are conducted according to the process
- Identify the principal's strengths and areas for improvement and make recommendations to build capacity
- Ensure that the contents of the Principal Summary Rating Form contain accurate information and accurately reflect 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
- Conduct effective Beginning-of-Year, Mid-Year, and Final Evaluation Conferences
- Provide supervision that is ongoing, connected to the principal's growth from year to year, and grounded in a coaching relationship
- Ensure that principal supervision should be consistent with adult learning and professional development best practices, including collaboration and a sense of shared ownership

## **PRINCIPAL**

- Know and understand the Texas Standards for Principals
- Understand the Principal Evaluation System
- Prepare for the Beginning of Year Conference, including a self-assessment and identification of professional growth goals
- 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 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

## **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

## **BOARD of TRUSTEES**

- Prioritize leadership development within the organization
- Become familiar with the T-PESS process and communicate with constituents
- Be informed about and supportive of shift to growth-oriented supervision
- Receive updates on the implementation of T-PESS in the district from the Superintendent