Timely Resources for T-PESS
T-PESS Portal: https://tpess.org
1. **Sample Conference Videos**
2. Process for Assessing Goals and Initiatives

Aligning District Systems to Support Data Use

Both the T-PESS and the T-TESS processes encourage educators to utilize data and evidence as an essential step in improving their practice. Early in the T-PESS process, principals and appraisers work together to determine the artifacts and sources of evidence that will be used to determine goal attainment. Throughout the T-PESS process, principals gather those sources of data to monitor, adjust, and ensure progress towards goal attainment.

Unpacking data throughout the year while delving deeply into the underlying factors contributing to outcomes frequently leads to a greater awareness of the need for additional or different types of data that a principal may not have. For example, in examining student engagement, a principal may realize that access to student survey data would greatly improve his or her ability to understand student outcomes.

In a sense, the principal supervisor plays the role of facilitator in a root cause analysis that reveals where the principal and campus are in terms of practice and outcomes and pinpoints the evidence that determines those conclusions. Where evidence is lacking, the principal supervisor has the opportunity to provide critical support for principals by helping create better data access and systems district-wide.

Planning for Professional Development

Embedded in the process of developing plans for principal professional development is a review of each leader's current capacities, including progress made this year and areas for continued growth. Although principal supervisors may have several conversations with principals over the course of the year about opportunities for professional development, the final evaluation and goal-setting conference is designed to include a discussion of ideas and plans for the principal's ongoing professional growth.

In addition to ensuring support for each principal to grow individually as a professional, T-PESS also provides an opportunity for all districts to better understand and respond to the collective needs of campus leaders. Not only does this allow districts to plan more effectively and efficiently for professional growth opportunities, it can also be used to establish a more comprehensive system of development for current and future administrative staff and may inform the creation of a leadership development pipeline.

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.