



T-PESS Tips – October 2017

Timely Resources for T-PESS

1. [Principal Forms](#)
2. [Appraiser Forms](#)

Site Visits to Campus

Regular campus visits provide an important opportunity for principal supervisors to “walk and talk” with principals about their professional practice, goal progress, and support needed to for goal attainment. Just as classroom walk-throughs often provide insight into additional training or support needed to support teacher development, campus visits are integral to establishing an ongoing and collaborative dialogue with the principal about what is isn’t working while also providing coaching and support to keep moving forward. The revised [Appraiser Forms](#) provide a handy tool for capturing notes during campus visits which can be easily referenced later for follow-up and support.

Campus visits, like classroom visits, are more effective when there is a clear focus for the time. Since we know that how school leaders use their time is the single greatest determinant of whether their schools will succeed, principal supervisors should consider mapping out a plan for observing and providing feedback and coaching on the key levers impacting school performance (data-driven instruction and instructional planning, instructional observation and feedback, professional development, staff and student culture, and strengthening the campus leadership team) and how the principal is addressing these areas. Without a structured plan, principal supervisors, just like principals, can be detoured from more important instructionally-focused work by issues that are seem urgent but are less critical to student success. Helping school leaders to succeed requires an intentional plan for development, just as we do for teachers. While this may initially present a scheduling challenge, the potential impact on student success is well worth the time and effort.

Data Review and Reflection

As additional data becomes available throughout the school year, encourage principals to spend time analyzing the data and reflecting on what the data suggests about adjustments needed to campus initiatives and to their professional practice. One way to encourage and support this process is to schedule time and provide support so that principals can meet with a leadership team to share insights on the data and provide ideas to ensure continued progress. To begin, consider reviewing the district calendar to identify what time is currently set aside for principals to engage in this work with their team. While some of the meetings may need to occur outside of school hours, what provisions can be made to prioritize time for the campus leadership team to meet with key district and/or ESC staff to share ideas and get input? Along with data review and analysis, many principals also benefit from coaching to strengthen their capacity for meeting with teachers to discuss data.

Throughout this process, encourage principals to capture their reflections as their thinking about the data develops. The revised [Principal Forms](#) can be a helpful tool to align their thoughts with the T-PESS rubric. Regardless of the process used, having a summary of their thinking over the course of the year allows principals to better understand the impact of their decisions providing more insight into their practice and adding depth to ongoing conversations with their supervisor.

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.