



Pre-Conference

THE T-TESS CONFERENCE PROCESS

LCM Consulting

Leading

Coaching

Mentoring

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Session Objectives

- To identify the characteristics of effective pre- and post-conferences
- To reinforce the protocol for T-TESS pre- and post-conferences
- To target areas to improve skills as a conference leader



The Principal's Role

The Principal is expected to take the lead in providing the kind of collegial atmosphere which makes for good governance and ultimately, good teacher instruction.



Characteristics of the T-TESS Process

1. A process for improving instruction
2. A deliberate intervention into instruction
3. Goal oriented, combining school and individual needs
4. Assumes professional relationship between teacher and supervisor
5. Requires high degree of mutual trust



Characteristics

- 6. Is both systematic and flexible
- 7. Creates productive tension for bridging gap between real and ideal
- 8. Assumes supervisor expertise in instructional analysis and human interaction
- 9. Requires initial supervisor training and continuous supervisor reflection on effective approaches

(Goldhammer, Anderson, & Krajewski, 1993)



T-TESS is about Improving Instruction!

The T-TESS pre- and post-conference process provides face-to-face contact with teachers with the intent of improving instruction and increasing professional growth.



Components of T-TESS Supervision

1. Goal setting conference
2. Pre-conference for announced observations
3. Classroom observation
4. Analysis and planning for post-conference
5. Post-conference
6. Put into action / Follow up
7. End-of-year conference



Step Two: Pre-Conference

- Before an announced observation is the pre-conference, involving the supervisor and teacher.
- This step is absolutely essential to collect evidence to score the Planning Domain on T-TESS.
- In the absence of a pre-conference, how is evidence for the Planning Domain gathered?



Pre-Conference

The pre-conference session focuses on:

- Welcome and Building Connections
- Purpose for the Observation
- **Remember to Touch base with Teacher Regarding Professional Growth Goals**
- Overview of Lesson from Teacher to be Observed
- Overview of Students and Determine Indicators (Look-fors)
- Norms for Observation



Welcome and Building Connections (1-2 minutes)

- Pre-observation Protocol
 - Establish rapport! Be fully present with the teacher.
 - “What are you most pleased with about this year?”
 - “What do you hope to get out of the observation process?”
 - “Tell me about your personal growth goals and where you are at this time with development?”
 - “How can I best assist you with this new evaluation process?”



Purposes for Classroom Observations

- Classroom observations offer a contextualized learning opportunity for every teacher. They provide support for teacher learning through observation, discourse, examination of student work and application of new practices.
- Reference the T-TESS Rubric—and the four domains. Explain that today's conference helps provide evidence for the Planning Domain.
- Invite questions the teacher may have related to the rubric or observation process.



Review of Teacher's Goals

(2-3 minutes)

- Revisit Teacher's Professional Goals
- Allow teacher to share evidence of growth toward goal
- Discuss professional development used to help grow toward goal



Overview from Teacher to be Observed

(5-10 min.)

- The Teacher provides the supervisor with background on the class and lesson to be observed, including description of the learning objective(s), intended outcomes for students, and the core instructional practices and strategies he/she will be using during the lesson.
- The teacher should also discuss what student work will be produced to assess if students have reached the learning outcomes.



Determine Look Fors (3-5 minutes)

- Teacher and observer identify evidence that should be collected during the observation, e.g. student conversation, teacher talk, student conference, student actions, use of time, use of materials, use of space, etc.
- During the observation, the observer is encouraged to script the entire lesson in order to be certain of evidence collected and to be able to give comprehensive and evidence-based feedback.
- Make note of number of students, seating arrangements, instructional information on board and walls.



Final Steps

- Norms for observation: (2 minutes) This includes a discussion of the observers' participation in the class. For example, can observers sit or interact with students, and when; can they move around the room and when?



Pre-Conference Plan

- Conduct the pre-conference one to three days prior to the scheduled observation.
- Sit next to the teacher with whom you are conferencing and maintain eye contact.
- Show signs of active listening, including taking notes during the conference.
- Paraphrase what the teacher is saying in order to demonstrate active listening.
- Provide a summary at the end.
- It is the observer's responsibility to inform a teacher during the pre-conference if the lesson plan needs to be adjusted.
- Adapt the questioning and use the teacher's responses to develop probing follow-up questions during the pre-conference.





Possible Pre-Conference Questions

Select ONLY 4 to 5

- What do you expect the students to know and be able to do after the lesson?
- Where is this lesson in the context of your unit plan?
- What are the prerequisite skills that the students have to know in order to be successful in this lesson?
- Briefly describe the varied learning needs of students in this class, including those with disabilities and English Language Learners, and how you plan and prepare to meet their needs.
- How will you differentiate your instruction in order to address a variety of learning styles?
- Are there any particular grouping structures in place? If so, how will you hold students accountable for group work?
- How will you assess whether or not students met the objectives for the lesson?
- Is there anything in particular you want me to be observing with regard to your areas of reinforcement and refinement?
- What are your plans for lesson closure and reflection?
- Are there any other special circumstances that I should be aware of before the announced observation?
- Is there anything else you would like to discuss before the observation?



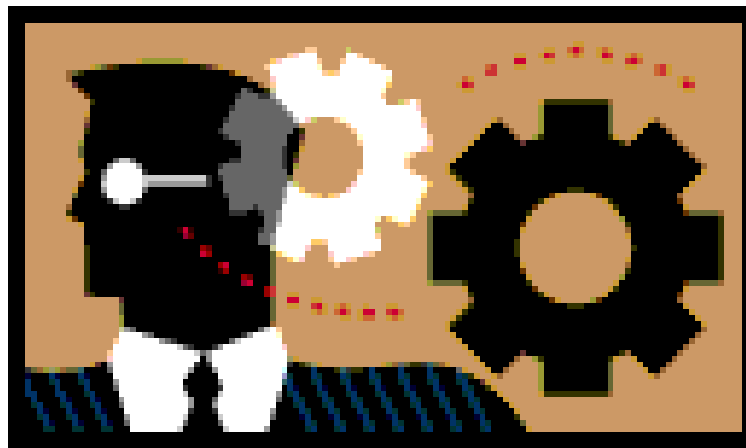
Final Thoughts on Pre-Conference

The T-TESS process can be used as a tool to create a cultural shift. When teachers own the process, “there is no separation between the developer and the user of knowledge – they are one and the same person” (Smyth, 1987, p. 575). A teacher who takes ownership is a teacher with a mission.



TTESS Evaluation Post-Conference Process

We do not learn from our experiences, we learn from reflecting on our experiences.



Reflection

- Think back to a post-observation conference you had or conducted that was particularly EFFECTIVE...
What made it effective?
- Bring to mind 2-3 things.



Characteristics of an Effective Post-Conference

- Majority of talking done by the teacher
- Thinking is on behalf of teacher
- Coach asks questions to guide teacher
- Open ended questions that generate responses
- Conversational tone
- Based on teacher's abilities and capacity



Self-Assessment

**Consider the following post-conference skills.
Rank in order based on your level of comfort:**

- Establishing rapport and purpose
- Constructing self-analysis questions
- Knowing about effective teaching methods
- Understanding how teaching relates to learning
- Analyzing data to determine reinforcement and refinement areas
- Ability to cite evidence from observation notes
- Deep understanding of the TTESS rubric
- Knowing how to make a conference reflective and nonthreatening
- Dealing with resistance



Think about the post-conferences that you have led thus far...

- What is your GLOW (reinforcement area)?
***Strength** as a post-conference leader*
- What is your GROW (refinement area)?
*Skill that you would **like to strengthen***



T-TESS EVALUATION Process Focuses on:

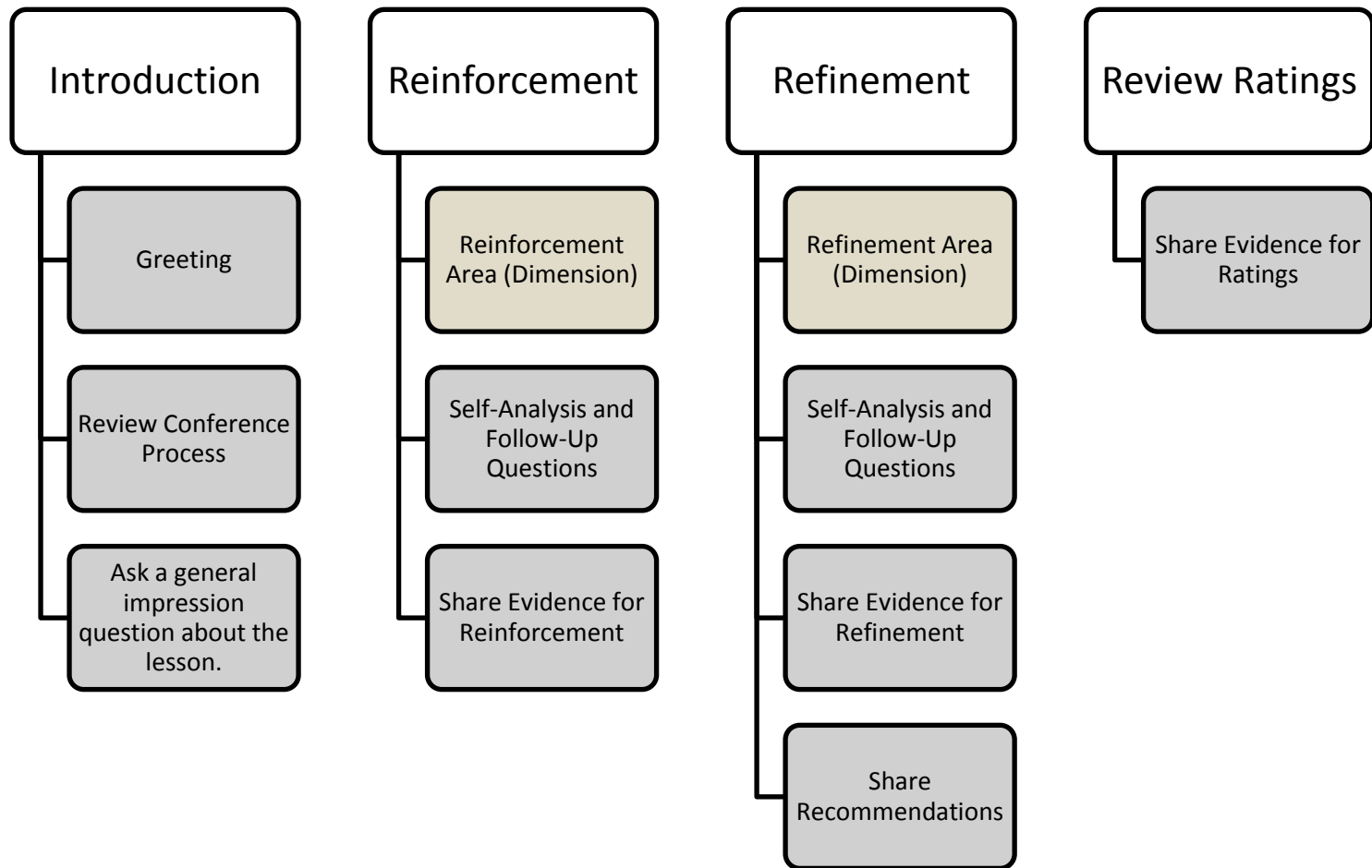
- Aligning practices with a set of standards
- Rating performance according to a rubric
- Encouraging, coaching, and supporting



Coaching to Higher Performance



Post Conference Structure



Key Elements of the Instructional Post-Conference

- Introduction/Greeting/Establish Length
 - Review Conference Process
 - General Impression Question - “How do you think the lesson went?”
- Reinforcement Area (**GLOW**)
 - Identify an area of Reinforcement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
- Refinement Area (**GROW**)
 - Identify an area of Refinement (ONLY one area)
 - Ask Self-Analysis Question
 - Provide evidence from notes
 - Give a recommendation for future practice
- Present evidence and ratings connected to the rubric
- Close with brief discussion of teacher’s professional learning goal(s) for the year.



T-TESS Post-Conference Plan

A	B	C	D
TEACHER LAST NAME			
OBSERVER LAST NAME	OBSERVER FIRST NAME		
DATE OF OBSERVATION	PERIOD		
DATE OF POST CONFERENCE	COURSE/CLASS CONTENT		

Reinforcement Plan Form

Reinforcement Area (Dimension):

Click here to enter text.

Descriptor from Rubric:

Click here to enter text.

Self-Analysis Question:

Click here to enter text.

Evidence *(Identify specific actions from the lesson script- what the teacher said and did- that exemplify/support the area identified for reinforcement)*

Click here to enter text.

From Evidence to Practice *(Describe how the above evidence directly ties to the identified area of reinforcement)*

Click here to enter text.

Importance of Practice *(Provide/ elicit feedback as to how and why the identified area of reinforcement is critical to student learning)*

Click here to enter text.



Refinement Plan Form

Refinement Area (Dimension):

Click here to enter text.

Descriptor from Rubric:

Click here to enter text.

Self-Analysis Question:

Click here to enter text.

Evidence *(Identify specific actions from the script- what the teacher said and did- that exemplify/support the area identified for refinement)*

Click here to enter text.

Model *(Use concrete suggestion and provide examples of what/how to refine the identified practice)*

Click here to enter text.

Importance of New Practice *(Provide/ elicit feedback as to how and why the identified area of refinement is critical to student learning)*

Click here to enter text.



Just as a Reminder.....

It is important to note that a post-conference ***does NOT begin with a presentation of the scores***, but rather a general impression question that prompts the teacher to engage in rich dialogue that leads to reflective coaching questions related to the areas of reinforcement and refinement.

- *Example: Let's begin by having you share your impressions of the lesson.*



Selecting Reinforcement Area & Refinement Area

When considering a lesson, which areas of the rubric..

- Had the lowest/highest score?
- Would have the greatest impact on student achievement?
- Would impact other indicators?
- Would provide the teacher with the most potential for growth?

Remember: The appraiser must have clear evidence/examples and be able to offer recommendations for improvement.

CAUTION: Do not select a refinement area that is directly related to the reinforcement area.



Self-Analysis Questions

- Should be open-ended.
- Use language from a specific descriptor to be reinforced. The TTESS rubric itself provides the language.
- Designed to extend thinking.
- Leader should be a good listener. Take yourself out of the conversation. Avoid using “I” statements.



Evidence for Reinforcement

Specific **Examples** from Observation Notes

- Include judgment free, specific examples of what the teacher said or did that relates to the reinforcement objective.
- When possible, provide examples of what students said and did.



Reinforcement (GLOW) Plan

1. Select reinforcement area/dimension from the rubric
2. Develop self-reflection question(s)
3. Provide supporting evidence/examples



Reinforcement (GLOW) Example

Reinforcement area/dimension. Use specific language from the rubric.

- *Example: The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.
(Dimension 1.4 – Activities)*

Self-analysis question. Ask a specific question to prompt the teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric. The purpose is to lead the teacher to reflect on the dimension you have identified as his/her area of reinforcement and how it impacts student learning.

- *Example: “When you plan a lesson, how do you decide on the type and frequency of questions you will ask?”*



Reinforcement Evidence/Examples

Identify specific examples from the evidence about what to reinforce.

Example: You asked a variety of questions throughout the lesson to check for student understanding. Numerous questions were asked on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's objective. This allowed you to restate the objective using their responses. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught, as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."



Refinement (GROW) Plan

1. Refinement area/dimension from the rubric
2. Self-reflection question(s)
3. Evidence/examples
4. Recommendations (specific)
5. Closure



Refinement Example

Refinement area/dimension. Use specific language from the rubric.

- *Example: “The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.*

(Dimension 1.1 Standards and Alignment)

Self-analysis. Ask a specific question to prompt the teacher to talk about how you want him/her to “grow”. Utilize a question that includes specific language from the rubric. This can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

- *Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?”*



Refinement Evidence/Examples

Identify specific examples from the evidence about what to refine.

Example: “You began the lesson with an explanation of the lesson’s objective and an overview of the lesson. Modeling for students how to analyze a pictograph followed, and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson.”



Refinement Recommendations

Recommendations. Provide specific examples of what to refine with suggestions that are concrete.

- *Ex. “As you plan your lessons, ask yourself which learning activities are essential for students to meet the objective, and then ask yourself how much time each segment of the lesson will need. In thinking back on this lesson, each of the segments you used were essential: the beginning hook using our high school baseball team’s batting averages; the modeling of your analytical thinking with a pictograph; the students working in groups to apply their analytical thinking to their pictographs; the students reporting their findings and justifications; and the students reflecting in their math journals about their learning for the day, which is the part they didn’t get to do.”*



Conference Closure

- Ask the teacher to reflect on the recommendations and how they might apply to future lessons.
- Discuss how you might follow up to see the new learning in practice.
- Ask the teacher to reflect on some positives he/she is taking away from the conference.
- Share ratings at the end of the conference.
- If time allows, touch base on the professional growth goal(s) developed earlier in the year.



How to share scores...

“Based on the lesson and the rubric, this is how the dimension(s) scored.....”



Watch Post-Conference

Thinking about the protocol we have discussed and the elements of an effective post-conference.....please jot down examples of these elements that are present as you watch the post-conference video.



Post Conference Video



Next STEPS...

- Consider what implications today's learning has for the way you and your staff conduct post-conferences.
- Plan for your admin team to engage in a similar activity to co-observe a post conference and give feedback to each other on ways to improve.
- How are you going to improve your coaching skills to maximize teacher growth on your campus?



Remember:

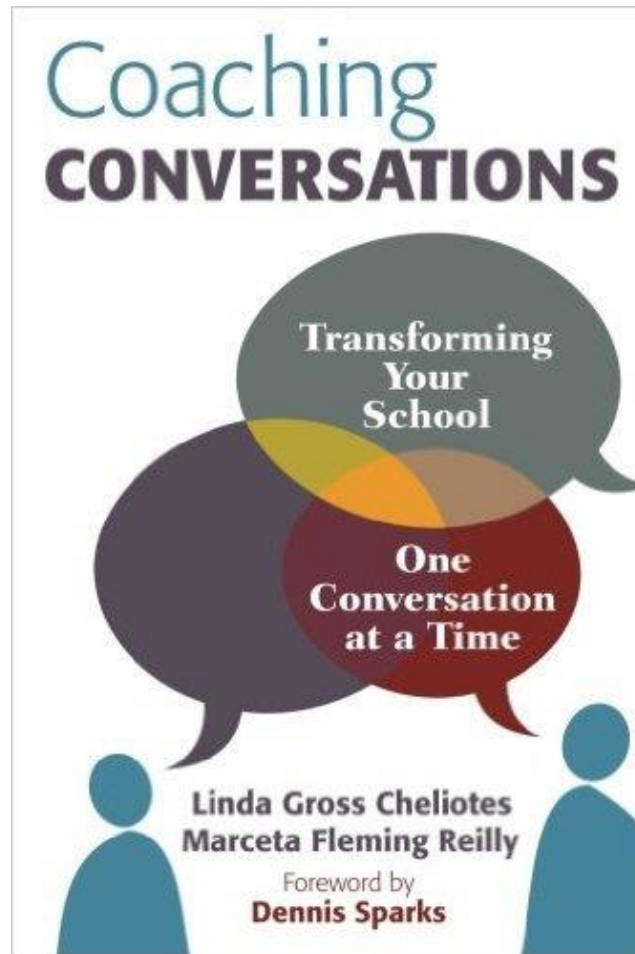
*“It’s not always about having all of the answers....
.....sometimes it’s about asking the right questions!”*



*Effective coaching conversations are critical
for making systemic change in
your school.*



Recommended Resource



Coaching Conversations

- Purpose is to stimulate growth and change
- Highly intentional
- Focused on the teacher
- Lead to action



Coaching Conversations

- Chapter 1 – Characteristics of coaching conversations and ties to brain research
- Chapter 2 – Coaching vs. supervisory and mentoring conversations
- Chapter 3 – Developing committed listening skills
- Chapter 4 – Speaking powerfully/open ended questions
- Chapter 5 – Reflective feedback
- Chapter 6 – Case studies



“Michael Fullen’s research (2006) demonstrates the importance of motivating people to change and grow through relationships based on treating others with dignity and respect. We advocate that coach-like conversations focus on building relationships through committed listening, asking powerful questions that result in deeper thinking, and using reflective feedback that holds each person to high standards while at the same time preserves their personal dignity.”

Linda Gross Cheliotas

Marceta Fleming Reilly

*Coaching Conversations,
Transforming Your School
One Conversation at a Time*



“While no conversation is guaranteed to change the trajectory of a career, a company, a relationship or a life any single conversation can.”

Susan Scott

Fierce Conversations”



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