

New Texas Teacher Evaluation Support System (T-TESS) Aligned to Gifted Instruction

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Introduce Yourself



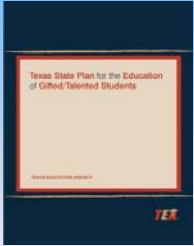

- Introduce yourself to two people who are sitting close to you.
 - Name
 - District
- Share with them what your present role is in gifted education.
- Share one highlight from the conference that has impacted you.

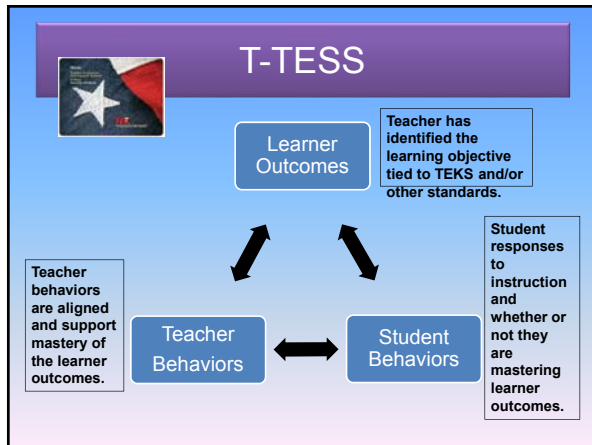
Who Am I?



- Classroom Teacher
- G/T Facilitator
- Campus Administrator
- G/T Specialist for Region 4 ESC
- Advanced Academic Director at Cosenza & Associates

T-TESS and Gifted Instruction





Collecting Data for Appraisal

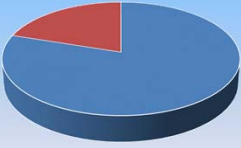


- Pre conference
- Informal and formal observations
- Walkthroughs
- Instructional planning
- Post conference
- Teacher self-assessment
- Student data
- Rubric with five performance levels on it

End of Year Teacher Evaluation Rate

- 80% of the evaluation rate will be based on observations and teacher self-assessment.
- 20% will be based on student growth.

Performance rate




• Teacher • Student

What prior knowledge does an appraiser need to know about gifted education before beginning this process?

Appraisers need to know...

- Who are the identified gifted students?
- What are the district instructional standards for gifted instruction?
- Which students are working above grade level objectives?
- What are the learner outcomes/objectives for the advanced student?



What prior knowledge do teachers need to know about gifted education before beginning this process?

What do teachers need to know



- Who are my gifted students?
- What are best practices in gifted instruction?
- What are the district instructional standards for gifted instruction?
- How will I differentiate for my advanced or gifted students?

The Rubric Domains

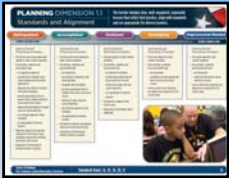
Planning
Instruction
Learning Environment
Professional Practices and Responsibilities

The Rubric Ratings

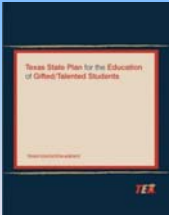
Distinguished
Accomplished
Proficient ★
Developing
Improvement Needed

Planning

1. Standards and Alignment
2. Data and Assessment
3. Knowledge of Students
4. Activities



What are the G/T standards for Instruction?




- A continuous learning experience that leads to the development of high-level processes.
- A variety of appropriately challenging experiences.
- Modification of the completion and pacing of the regular curriculum.

Too vague!!

David Sousa's Research on Challenging the Gifted Brain


- Move students beyond grade-level standards or connecting what is taught to their personal interest.



- Use learning strategies that provide depth and complexity appropriate to the student's abilities.

David Sousa's Challenging the Gifted Brain


- Produce products that demonstrate learning beyond paper and pencil tasks and are presented to an authentic audience.



- Allow students to work more independently on their own projects.

Gifted kids...

- Make connections faster
- Work well with abstractions
- Generally have deep interest that are similar to those in older individuals



David Sousa's
Challenging the
Gifted Brain

Best Practices for Gifted


Accelerate! Accelerate! Accelerate!

- Pre Assessment
- Compacting
- Flexible Grouping
- Higher Levels of Thinking
- Depth and Complexity
- Research Advanced Content
- Advanced Products and Performances




Districts must adopt their standards for gifted students based on best practices.

- Resources to help you
- COLEF-Texas PSP Scoring Dimensions found at www.texaspsp.org



K-8 Scoring Dimensions

1. Content Knowledge and Skills
2. Analysis and Synthesis
3. Multiple Perspectives
4. Research
5. Communication
6. Presentation of Learning



Understanding the student expectations for G/T instruction is critical for the Planning Domain.



Instruction

1. Achieving Expectations
2. Content Knowledge and Expertise
3. Communication
4. Differentiation
5. Monitor and Adjust




Look through the ratings.

- Highlight or mark any descriptors that describe instruction that is specifically addressing academically advanced or identified gifted students.

Learning Environment

1. Classroom Environment, Routines and Procedures
2. Managing Student Behavior
3. Classroom Culture



The thumbnail shows a poster titled 'LEARNING ENVIRONMENT (Professional Practice 21: Classroom Environment, Routines and Procedures)'. It features a grid of text boxes and a photograph of students working together at a table.

Professional Practices and Responsibilities

1. Professional Demeanor and Ethics
2. Goal Setting
3. Professional Development
4. School Community Involvement



The thumbnail shows a poster titled 'PROFESSIONAL PRACTICES AND RESPONSIBILITIES (Professional Practice 22: Professional Development and Ethics)'. It features a grid of text boxes and a photograph of two people in a professional setting.

Professional Development

- 30 hours of G/T training
- Annual 6 hours of purposeful G/T development
- Involvement in out-of-school options for gifted For example:
 - UIL Competitions
 - Destination Imagination
 - Academic Decathlons
 - Robotics

Post Conference

- Reinforcement-highlighting a teacher's strengths
- Refinement-identifying an area where a teacher can improve their craft



Teacher Self-Assessment/Goal Setting

Perfect time to plan future professional development to grow as a gifted teacher.



In closing.....How does the T-TESS support gifted instruction?

