



## T-TESS End-of-Year Conference Overview – Teacher Overview

End-of-Year (EOY) Conferences should occur throughout April with all teachers who participated in T-TESS during the school year. This EOY Conference provides an opportunity for the appraiser and the teacher to summarize the year, to collect information that will provide evidence to score Domain 4 of the T-TESS Rubric, and to discuss next year's goal(s) and professional development plan.

Unlike Domains 1-3, **Domain 4: Professional Practices and Responsibilities**, is not scored in summative form by the evaluator until after the teacher has been afforded the opportunity to present evidence related to the four dimensions during the EOY Conference.

### **Domain 4 and Evidence for Scoring:**

When preparing for the End-of-Year Conference, teachers should consider the following aspects of each dimension and possible sources of evidence that will guide the discussion.

**Dimension 1—Professional Demeanor and Ethics:** The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

**Possible evidence:** *Throughout the school year, adherence to Code of Ethics and Standards for Educators, attendance, appearance, professional conduct in meetings and interactions with others, efforts to advocate for students.*

**Dimension 2—Goal Setting:** The teacher reflects on his/her practice. **Possible evidence:** *Educator Goal-Setting and Professional Development Plan forms and other evidence of self-reflection, active participation in pre- and post-conferences, incorporating feedback into lessons in a timely fashion, evidence of growth across observations throughout the year, if applicable.*

**Dimension 3—Professional Development:** The teacher enhances the professional community. **Possible evidence:** *Educator professional development planning forms or other evidence of professional growth activities, contribution to professional development efforts at the district and/or campus level, efforts to foster growth among colleagues through sharing of information and collaboration.*

**Dimension 4—School/Community Involvement:** The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach. **Possible evidence:** *Partnerships with community organizations, participation as a productive member of campus PLCs and grade-level teams, visibility at campus activities and during class transitions.*

### **Expected Components of End-of-Year Conferences:**

- Review final observation data for Domains 1, 2, & 3
- Review teacher/student impact data, when applicable
- Share and discuss evidence for Domain 4, including attainment of goal(s) and follow-through with activities from the Goal-Setting and Professional Development Plan
- Discuss new goal(s) and professional development activities

Teachers should prepare to bring their Domain 4 evidence/data prior to the meeting, which includes their Goal Setting and Professional Development Plan documents and evidence showing progress toward goal attainment and in following their professional development activity plan. Teachers should also be prepared to discuss activities they've undertaken that conform to the various practices articulated in Domain 4.

Once student growth becomes a component of the evaluation system, the EOY Conference will also be a time that teachers and appraisers discuss the academic progress students have made over the course of the school year, as measured by student learning objectives, portfolios, or district pre- and post-tests, so that teachers and appraisers can further pinpoint pedagogical strengths and areas for refinement based on student growth.

### **The Next School Year**

With updated goals and professional development activities determined during the EOY Conference, the beginning of the next school year becomes a time to review and revise goals and activities as necessary.

Teachers and appraisers will review and analyze student performance data from the prior year (if they didn't have the opportunity to do so at the end of the previous year), will review student performance data for the students the teacher will teach during the new school year, and will determine if the goals and activities agreed upon at the end of the last school year still meet the needs of the teacher and the teacher's current students.