

T Tess Pre Conference Questions

2019-2020
Pre-Conference Questions

What is the year of study and objectives that you will be covering and what is the content (reading, math, science, etc.)?

1.1 Standards and Alignment
What do you teach in science, history, and mathematics that are appropriate for diverse learners?

1.2 Data and Assessment
How will you monitor whether or not students met the objective for the lesson? In what ways do you utilize formative and summative assessment?

1.3 Knowledge of Students
How will the individual students provide opportunities to address all students' learning needs?

1.4 Differentiated Instruction
How do you ensure that the activities (content) are engaging and keep students focused and motivated to learn? How do you monitor students' learning of their own learning?

1.5 Differentiated Instruction
How do you ensure that the activities (content) are engaging and keep students focused and motivated to learn? How do you monitor students' learning of their own learning?

What are some strategies related to how you monitor student learning?

2.1 Communication
How will you provide opportunities for students to communicate and extend their learning?

2.2 Differentiation
How do you provide differentiated instructional methods within your lesson?

2.3 Monitor and Adjust
How are you monitoring and adjusting to maximize learning and keep the students progressing towards mastery? What feedback strategies are you using to indicate that progress needs to be adjusted?

2.4 Classroom Environment, Routines and Procedures
What are some strategies for learning students in working and managing responsibilities within the classroom?

2.5 Monitoring Student Behavior
How are you monitoring student behavior and managing responsibilities within the classroom?

2.6 Classroom Culture
How do you ensure that the classroom environment is conducive to ensure a successful learning outcome?

t tess pre conference questions are an essential component of the Texas Teacher Evaluation and Support System (T-TESS). As educators prepare for their pre-conference meetings, understanding the types of questions that may arise can significantly enhance the effectiveness of the evaluation process. These meetings are crucial for setting the stage for professional growth, fostering open communication, and ensuring that teachers are well-equipped to demonstrate their instructional practices. In this article, we will explore various pre-conference questions that educators should consider, the significance of these discussions, and how they can ultimately contribute to improved teaching and learning outcomes.

Understanding T-TESS

Before diving into the specifics of pre-conference questions, it's essential to understand the T-TESS framework. T-TESS is designed to provide educators with a comprehensive evaluation system that focuses on continuous improvement and professional development. The evaluation process consists of several key components:

- **Goal Setting:** Teachers set specific goals aligned with student outcomes.
- **Observation:** A formal observation is conducted to assess teaching practices.
- **Feedback:** Post-observation feedback is provided to support professional growth.
- **Reflection:** Teachers reflect on their practices and plan for future growth.

The pre-conference meeting is a vital step in this process, allowing educators to articulate their goals, instructional strategies, and anticipated challenges.

The Purpose of Pre-Conference Questions

Pre-conference questions serve several purposes:

- **Clarification:** They help clarify the teacher's instructional plans and objectives.
- **Focus:** They guide the observation process by highlighting key areas of interest.
- **Engagement:** They foster a collaborative dialogue between the teacher and the evaluator.
- **Preparation:** They prepare both parties for constructive feedback discussions.

By addressing these questions ahead of time, teachers can ensure that their instructional practices align with their goals and that evaluators have a clear understanding of what to expect during the observation.

Common T-TESS Pre-Conference Questions

When preparing for a pre-conference meeting, teachers should anticipate a range of questions that may cover various aspects of their instructional practice. Below are some common pre-conference questions that may arise:

1. What are your specific goals for this lesson?

This question allows teachers to articulate their objectives clearly. Goals should be aligned with student needs and curriculum standards, ensuring that they are measurable and achievable.

2. How do you plan to engage your students?

Engagement is crucial for effective learning. Teachers should be prepared to discuss the strategies they will use to capture student interest and keep them actively involved in the lesson.

3. What instructional strategies will you employ?

This question invites teachers to share the specific teaching methods they will implement, such as cooperative learning, differentiated instruction, or technology integration. Explaining the rationale behind these choices can provide valuable insight for evaluators.

4. How will you assess student understanding during the lesson?

Assessment is a key component of effective instruction. Teachers should be ready to discuss both formative and summative assessment strategies they will use to gauge student comprehension and adjust instruction accordingly.

5. What challenges do you anticipate, and how do you plan to address them?

Anticipating challenges demonstrates foresight and adaptability. Teachers should consider potential obstacles, such as diverse learning needs or classroom management issues, and outline their plans to mitigate these challenges.

6. How does this lesson fit into the larger unit or curriculum?

Connecting individual lessons to broader curricular goals helps evaluators see the teacher's planning and alignment with educational standards. Teachers should explain how this lesson contributes to students' overall learning progression.

7. How will you differentiate instruction for diverse learners?

Understanding and addressing the diverse needs of students is crucial. Teachers should be prepared to discuss how they will modify their instruction to accommodate various learning styles, abilities, and backgrounds.

8. What resources will you utilize during the lesson?

Identifying the materials and resources required for the lesson allows evaluators to understand the teacher's preparation and planning. Teachers should mention textbooks, technology, manipulatives, or other resources that will enhance the learning experience.

Preparing for the Pre-Conference Meeting

To ensure a productive pre-conference meeting, teachers can take several steps in preparation:

1. **Review the T-TESS rubric:** Familiarize yourself with the evaluation criteria to ensure alignment with your goals and practices.

2. **Gather lesson plans and materials:** Have all relevant documents readily available to facilitate discussion.
3. **Practice articulating your goals:** Be prepared to clearly communicate your objectives and strategies.
4. **Anticipate questions:** Think through potential questions and prepare thoughtful responses.
5. **Reflect on previous observations:** Consider feedback from past evaluations to inform your current practice.

The Benefits of Engaging in Pre-Conference Discussions

Participating in pre-conference discussions offers numerous benefits for both educators and evaluators:

- **Enhanced Communication:** Open dialogue fosters a collaborative environment where both parties feel valued and understood.
- **Increased Accountability:** Setting clear goals and discussing them with an evaluator encourages teachers to take ownership of their professional growth.
- **Focused Observations:** Pre-conference discussions help evaluators understand what to look for during observations, leading to more meaningful feedback.
- **Professional Development:** The insights gained from these discussions can inform future lesson planning and instructional strategies.

Conclusion

T-TESS pre-conference questions play a vital role in the teacher evaluation process, providing a framework for meaningful dialogue and professional growth. By preparing for these discussions and anticipating common questions, educators can enhance their instructional practices and ultimately improve student outcomes. Engaging in this collaborative process not only benefits teachers but also contributes to a culture of continuous improvement within educational institutions. As the landscape of education continues to evolve, embracing the principles of T-TESS and its pre-conference discussions will remain essential for effective teaching and learning.

Frequently Asked Questions

What is the purpose of the T-TESS pre-conference?

The T-TESS pre-conference is designed to set the stage for a meaningful observation by discussing goals, expectations, and specific focus areas between the educator and appraiser.

How should educators prepare for the T-TESS pre-conference?

Educators should reflect on their teaching practices, identify areas for growth, and gather relevant student data or work samples to discuss during the pre-conference.

What key topics should be covered during the T-TESS pre-conference?

Key topics include the lesson objectives, instructional strategies, assessment methods, and any challenges the educator anticipates.

How long should a T-TESS pre-conference typically last?

A T-TESS pre-conference usually lasts between 15 to 30 minutes, allowing enough time for thorough discussion.

Who participates in the T-TESS pre-conference?

Both the educator being observed and the appraiser (usually a principal or instructional leader) participate in the T-TESS pre-conference.

What are some effective questions for appraisers to ask during the T-TESS pre-conference?

Effective questions include inquiries about the educator's lesson goals, differentiation strategies, and how they plan to engage students in the learning process.

What is the role of feedback in the T-TESS pre-conference?

Feedback during the pre-conference is crucial as it helps educators refine their lesson plans and address any potential issues before the actual observation.

How does the T-TESS pre-conference impact the observation process?

The pre-conference enhances the observation process by establishing clear expectations, fostering trust, and aligning the educator's goals with the appraiser's criteria.

What should educators do after the T-TESS pre-conference?

After the pre-conference, educators should continue refining their lesson plans based on the discussion and prepare for the observation with the agreed-upon focus areas in mind.

Is there a specific format for conducting T-TESS pre-conferences?

While there is no strict format, it is recommended to follow a structured approach that includes an introduction, discussion of the lesson plan, and a wrap-up for final thoughts and questions.

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