



**HUMAN RESOURCES**  
**CANUTILLO** A Premier District



# T-TESS

Texas Teacher Evaluation & Support System

**CANUTILLO** A Premier District

## T-TESS Handbook

2020-2021



7965 Artcraft | El Paso, TX 79932  
915.877.7400 | [www.canutillo-isd.org](http://www.canutillo-isd.org)  
Follow us on:   



---

Street Address:  
7965 Artcraft Rd.  
El Paso, TX 79932

---

Mailing Address:  
P.O. Box 100  
Canutillo, TX 79835

---

P: (915) 877-7423  
F: (915) 877-7525  
[canutillo-isd.org](http://canutillo-isd.org)

## Table of Contents (Click on Subject for Instant Navigation)

Canutillo ISD T-TESS Handbook .....	3
Evaluation Cycle .....	3
Appraisals at a Glance .....	3
Student Learning Objectives (SLO's) .....	4
SLO Process Overview .....	4
Student Learning Objectives are: .....	5
T-TESS Domains, Dimensions, and Look-For's .....	6
Pre-Conference .....	7
Teacher Appeals / Request for a Second Appraiser .....	8
Waivers at a glance: .....	9
2020 – 2021 Canutillo ISD T-TESS Calendar .....	10
Navigating STRIVE – Teacher .....	11
Signing In .....	11
Missing Goals or Documents? Find them Easily .....	12
Archive Old Goals .....	13
Create a Professional Goal .....	16
Add a Student Growth Goal/SLO .....	18
Teacher, Need more resources? Select a link below: .....	21
Navigating STRIVE – Appraiser .....	22
Signing In .....	22
Select Your Appraisees .....	23
Approve Goals .....	24
Lock an Evaluation Document .....	26
Copy Observation Data to Summative Form .....	27
Appraiser, Need more resources? Select a link below: .....	28
Rubric, Policy, Regulation, and other Resources .....	29
New T-TESS Corner on District Website! .....	29

## Canutillo ISD T-TESS Handbook

T-TESS (Texas Teacher Evaluation and Support System) is the Texas recommended appraisal process that will be used to evaluate teachers and establish a system of continual growth and support. T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students, and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices. For those reasons, each of the observable domains in T-TESS focuses on teachers and students rather than separating them out into separate domains.



Ultimately, T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

Canutillo ISD will continue further development with the continuation of Student Learning Objectives (SLOs). Every teacher will identify and track student progress toward the achievement of a classroom-identified SLO. This manual provides information about SLOs, and that, combined with district and campus training will guide your work with SLOs.

The T-TESS process intends to move each classroom forward and to institute improvement for all professionally, and more importantly, for all our students.

## Appraisals at a Glance

The following provides an overview of the T-TESS Appraisal System for 2018-2019.

Teachers will participate in the T-TESS process, which includes:

- Orientation – within first three weeks of school or at least two (2) weeks before the first observation.
- Goal Setting & Professional Development Plan – within six (6) weeks of orientation or beginning of school with conference for teachers new to T-TESS.
- Pre-Conference – prior to formal observation.
- Observation – entire lesson, at least forty-five (45) minutes
- Self-Reflection of lesson is due within three (3) days
- Post-conference – within ten (10) days of observation, including written report of Domains 1-3.
- End of Year Conference – with Summative Annual Appraisal – Domains 1-4. No later than fifteen (15) days before the last day of instruction.
- The annual observation cycle runs concurrently with the District calendar.
- A classroom observation will be the length of an instructional period, or a complete lesson within an instructional period, which consists of a minimum of forty-five (45) minutes of instruction.
- All observations must include pre and post-conference meetings that follow DNA (Regulation).

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District’s policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

- Prior to each observation, the T-TESS appraiser will conduct a pre-conference meeting with the teacher to ask background questions about the lesson plan, the learning outcomes and the students in the class in order to provide context. It is also appropriate for the appraiser to share expectations in T-TESS Domains 2 and 3 and assist teachers in understanding expectations in the T-TESS appraisal system.
- After the classroom observation, the teacher will receive a written summary and oral feedback from the individual appraiser in a post-observation conference within ten (10) working days of the observation.
- At the beginning of the year or at the end of the previous school year, all teachers will engage in personal goal setting and planning for professional development with their appraiser. All professional learning must be uploaded to the goal-setting section on Strive.
- End of year conference will be held at least fifteen (15) days prior to the end of the school year to discuss Domains 1 – 4. Teachers will have the opportunity to provide evidence for the T-TESS rubric prior to the end of the year conference.
- Cumulative documentation will not be used in the formal observation, but will be considered in the end-of-year conference. Cumulative documentation, that will impact a teacher's evaluation, must be shared with the teacher within ten (10) working days of the end-of-year conference.
- Any third-party information from a source other than the teacher's supervisor that the appraiser wishes to include as cumulative data shall be verified and documented by the appraiser and shared with the teacher within ten (10) working days of knowledge of the verified information.
- If the teacher wishes to have their response to documentation considered for the appraisal purposes, their response must be provided to the appraiser within ten (10) working days of the end-of-year conference.
- Goal setting, pre-conference, post-conference, summative meetings or SLOs may not be waived.
- If the teacher's appraiser is unable to fulfill the appraisal process requirements, the Human Resources director will assign another appraiser to serve as the teacher's appraiser to complete the process.
- **Walkthroughs** shall be conducted throughout the year. Walkthroughs are typically brief, non-scheduled, informal observations; **they can happen any day of student instruction.**

## Student Learning Objectives (SLO's)

All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser. The SLOs must be foundational, measurable, and manageable and based on student learning outcomes. All teachers must meet with their appraiser throughout the year to discuss and/or update the SLO's.

### SLO Process Overview

All teachers must engage and produce Student Learning Objectives (SLOs) in conjunction with their appraiser. The SLOs must be foundational, measurable, and manageable and based on student learning outcomes. All teachers must meet with their appraiser throughout the year to discuss and/or update the SLOs.

### Student Learning Objectives are:

- Student growth goals
- Set by teachers
- Focused on a foundational student skill that is developed throughout the curriculum
- Tailored to the context of individual students
- Designed to help teachers better understand the impact of their pedagogy
- For the purposes of refining instruction

### Phase 1 (Step 1): What is the focus for my SLO?

The SLO is a way to FOCUS a teacher's look at his or her instructional impact. Because of this, the SLO should focus on the most important skill/s in a particular content area – if there is going to be a concentrated look, that look should be about the most important things we teach.

### Phase 1 (Step 2): Who are my students?

This question is really a two-part process. First you need to think about who you expect/assume who will be in your classroom. You want the assumptions exposed because all teachers have assumptions. Once you expose and flesh out those assumptions then you can move to the second part which is actually seeing if your assumptions are correct.

### Phase 1 (Step 3): What are my expectations for these students?

Once the teacher has identified the range of skills represented in the current class, the next step is to set rigorous yet reasonable goals or targets for each student.

### Phase 1 (Step 4): How will I guide these students toward growth?

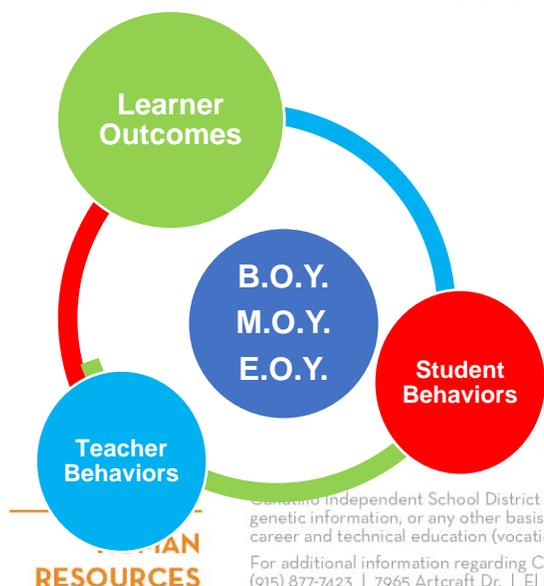
What will you do for the highest performing and lowest performing students? A lot of our planning aims for the middle, so let's spend some time thinking about how we'll address the tails. Both the teacher and administrator want to be sure that thoughtful and intentional growth is planned for all students.

### Phase 2: Are students progressing toward targets?

SLOs are most effective when teachers meet regularly, at least monthly, to review progress and determine how to adjust instruction to maximize growth.

### Phase 3: Did students grow and what did I learn from the process?

After determining the students' final mastery level, teachers reflect on the progress made and insight gained about their instructional practice with particular emphasis on how the knowledge gained will be applied to next year's teaching.



## T-TESS Domains, Dimensions, and Look-For's

Domain	Dimension	Look-For's
Planning	<b>1 .1 Standards &amp; Alignment</b>	<ul style="list-style-type: none"> <li>• Aligned goals, standards and objectives</li> <li>• Lesson structure/design, and pacing</li> <li>• Technology integration</li> </ul>
	<b>1 .2 Data and Assessment</b>	<ul style="list-style-type: none"> <li>• Formal and informal assessments</li> <li>• Progress monitoring</li> <li>• Communication and feedback</li> <li>• Data to inform instruction</li> </ul>
	<b>1 .3 Knowledge of Students</b>	<ul style="list-style-type: none"> <li>• Students' prior knowledge</li> <li>• Adjustments to students' needs</li> <li>• Diverse learning for strengths and gaps</li> <li>• Social-emotional</li> <li>• Learning Styles</li> </ul>
	<b>1 .4 Activities</b>	<ul style="list-style-type: none"> <li>• Questioning/Higher Order Thinking Skills</li> <li>• Adjustments to students' needs</li> <li>• Diverse learning for strengths and gaps</li> <li>• Social-emotional</li> <li>• Goal setting</li> </ul>
Instruction	<b>2 .1 Achieving Expectations</b>	<ul style="list-style-type: none"> <li>• High, challenging expectations</li> <li>• Mastery of the objective</li> <li>• Student mistakes/self-corrections</li> </ul>
	<b>2 .2 Content Knowledge &amp; Expertise</b>	<ul style="list-style-type: none"> <li>• Content Knowledge in multiple contexts</li> <li>• Objectives tied to other disciplines (cross-disciplinary)</li> <li>• Anticipating misunderstandings &amp; teaching techniques</li> <li>• Thinking/Higher Order Thinking Skills</li> </ul>
	<b>2 .3 Communication</b>	<ul style="list-style-type: none"> <li>• Two- way communication; teacher/student &amp; peer/peer</li> <li>• Anticipating misunderstandings</li> <li>• Verbal/written communication</li> <li>• Questioning and wait time</li> <li>• Technology/visual tools</li> </ul>
	<b>2 .4 Differentiation</b>	<ul style="list-style-type: none"> <li>• Individualized lessons</li> <li>• Monitoring participation and performance</li> <li>• Differentiated content and methods</li> <li>• Recognizing confusion and disengagement</li> </ul>
	<b>2 .5 Monitor and Adjust</b>	<ul style="list-style-type: none"> <li>• Monitors &amp; adjusts instruction &amp; activities</li> <li>• Adjustments to maintain engagement</li> <li>• Monitors behaviors</li> <li>• Checking for understanding</li> <li>• Questioning and academic feedback</li> </ul>

Domain	Dimension		Look-For's	
Learning Environment	3.1 Classroom Environment, Routines, and Procedures		<ul style="list-style-type: none"> <li>Procedures, routines, and transitions</li> <li>Management of supplies/equipment</li> <li>Safety and organization</li> </ul>	
	3.2 Managing Student Behavior		<ul style="list-style-type: none"> <li>Behavior systems</li> <li>Behavior standards</li> </ul>	
	3.3 Classroom Culture		<ul style="list-style-type: none"> <li>Relevant, meaningful learning</li> <li>Working respectfully (individual and group)</li> <li>Collaboration and rapport</li> </ul>	
Instruction	4.1 Professional Demeanor & Ethics		<ul style="list-style-type: none"> <li>Code of ethics</li> <li>Professional standards</li> <li>Student advocacy</li> </ul>	
	4.2 Goal Setting		<ul style="list-style-type: none"> <li>Goals (short-and long-term)</li> <li>Self-assessment</li> </ul>	
	4.3 Professional Development		<ul style="list-style-type: none"> <li>Professional development</li> <li>Team collaboration/PLCs</li> <li>Improvement plans</li> </ul>	
	4.4 School Community Involvement		<ul style="list-style-type: none"> <li>Communication with family</li> <li>Outreach (stakeholders)</li> <li>Mission/vision/goals</li> </ul>	
Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Moves to student-centered actions	Moves to student-centered actions	Focuses on mostly teacher-centered actions	Focuses on teacher-centered actions	Focuses on teacher-centered actions
Student-Centered Actions	←----->			Teacher-Centered Actions

## Pre-Conference

Overall purpose of the pre-conference is for the appraiser and teacher to mutually discuss the upcoming lesson observation with a focus on the interrelationships between planning, instruction, the learning environment and student outcomes. Evidence gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptions from the Planning domain.

### Guiding Questions:

- What should the students know and be able to do by the end of the lesson?
- What will teacher & students be doing to show progress toward mastery of the objective(s)?
- How will the teacher know that students have mastered the objective(s)?

### It is important to connect the pre-conference to each domain:

- Planning
- Instruction
- Learning Environment
- Professional Practices and Responsibilities

## When do you Collect Evidence?

Prior to the Lesson Being Observed	<ul style="list-style-type: none"> <li>Pre-Conference</li> <li>Review of lesson and / or unit plans as applicable</li> </ul>
During the Lesson	<ul style="list-style-type: none"> <li>What the teacher says and does</li> <li>What the students say and do</li> </ul>
After the Lesson	<ul style="list-style-type: none"> <li>Communication between classroom observations and post-conference</li> </ul>

## Teacher Appeals / Request for a Second Appraiser

### DNA REGULATION

#### Appeal Process (Not Second Appraiser)

In the event a teacher participating in the T-TESS evaluation process disagrees with the evaluation scores for individual performance on the performance standards, he or she may appeal within ten (10) working days of the post conference.

This site-based appeals process will follow the outlined procedures:

1. Completion of a "T-TESS Appeal Request" (DNA REGULATION EXHIBIT A) form stating the specific nature of the discrepancy, full disclosure of evidence of performance and a statement of expected performance evaluation or as articulated within the T-TESS Rubric. The completed form must be turned in to the appraiser within ten (10) working days of the post conference.
2. The appraiser will collaborate with a second campus appraiser to: recalibrate using the T-TESS rubric, reassess evidence collected on the lesson observed, consider additional evidence provided by the teacher, and meet with the teacher to review the performance information utilizing the T-TESS rubric in efforts to achieve a mutual agreement. The two (2) campus appraisers will have five (5) working days to review and respond to teacher in writing.

#### Second Appraiser Request

In the event of non-agreement with the Appeal response, a teacher may request a second appraiser in writing within ten (10) working days that the teacher first knew of non-agreement; A teacher may submit a written request within ten (10) working days of receiving a written observation summary, a written summative annual appraisal report, or any other written documentation associated with the teacher's appraisal. If a teacher requests a second appraisal by another certified district appraiser, the second appraiser will be determined by the Human Resources Division in accordance to the following:

- The formal observation for a second appraisal shall be unannounced.
- It will follow the same time lines as the first appraiser or comply with deadlines as established by HR as necessary. The scores of the two appraisals will be averaged, each having equal weight and are final.

Should the teacher desire written comments in response to the written summative annual appraisal report, said written request must be made of the appraiser within ten (10) working days of receipt of the request. A teacher desiring to present a grievance concerning his/her appraisal will utilize the procedure as outlined in District Policy DGBA and its companion regulation.

## Waivers at a glance:

In accordance with DNA (LOCAL), certain teachers are eligible for less-than-annual appraisals.

Less-than-annual-appraisals (waivers) will be alternated through the last digit of the employee's birth year annually, for those that meet eligibility criterion on DNA Local & Regulation. The academic school year 2018-2019 will begin this process with "even" numbers: 0, 2, 4, 6, 8. The following "odd" numbers will be used for 2019-2020: 1, 3, 5, 7, 9. District will alternate annually with even and odd for teachers that meet the criteria. (See DNA Local & Regulation). The academic school year 2020-2021 will begin this process with "even" numbers: 0, 2, 4, 6, 8.

### Requirements for Waiver Exemption under DNA Local:

- Be employed on an educator term contract;
- Be evaluated by the T-TESS;
- Be rated at least "proficient" in all domains and criteria;
- Not be new to the campus;
- Not be assigned to a campus that is academically "unacceptable" and/or "needs improvement;"
- Be employed by the District at least three consecutive years; and
- Agrees in writing.

### Disqualifiers for Waiver Eligibility under DNA Regulation:

- Teacher is new to a grade level;
- Teacher is new to content area;
- The campus does not meet overall state accountability rating system;
- Teacher is on an improvement plan;
- New Administrators (Principals &/or Assistant Principals) at the campus for appraisal year.

What is your responsibility if you qualify for a waiver? You are still required to comply with the following:

- Goal Setting and Professional Development Goal Setting
- Student Learning Objectives
- Walkthroughs
- Uploading evidence with data for SLO's & Professional Development
- Summative Evaluation for Goal Reflection, Domain 4 & SLO's (see DNA Local, and DNA Regulation)

Waiver provisions only eliminate the following:

- Pre-conference
- Formal Observation
- Post-conference from Formal Observation

The Canutillo ISD Waiver Form has to be accepted and digitally signed on Strive / Eduphoria.

## 2020 – 2021 Canutillo ISD T-TESS Calendar

AUGUST 2020				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

LEGEND	
	Non-Working Day(2)
	1 <sup>st</sup> Work Day
	1 <sup>st</sup> / Last Day of Instruction
	No T-TESS Observation
	T-TESS Deadline
	Last Workday

JANUARY 2021				
M	T	W	T	F
				1
4	5	6	7	8
	12	13	14	15
18	19	20	21	22
25	26	27	28	29

SEPTEMBER 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

HOLIDAYS / T-TESS DEADLINES	DATE(S)
4 <sup>th</sup> of July	07/06-10/2020
Labor Day	09/7/2020
Parent Teacher Conference	10/22/2020
<b>TEACHER 'SUBMITS':</b>	
<ul style="list-style-type: none"> <li>Self-Assessment;</li> <li>Professional Goal;</li> <li>Student Growth Goal;</li> <li>Description of Typical Students;</li> <li>T-TESS Waiver Form (If applicable)</li> </ul>	10/23/2020
<b>APPRAISER 'APPROVES':</b>	
<ul style="list-style-type: none"> <li>Professional Goal;</li> <li>Student Growth Goal;</li> </ul>	10/30/2020
Veterans Day	11/11/2020
Thanksgiving	11/23-27/2020
Winter Break	12/21-01/01/2021
MLK Day	1/18/2021
<b>Mid-Year SLO Progress Check</b>	<b>2/5/2021</b>
President's Day	2/15/2021
Spring Break	03/15-19/2021
Parent Teacher Conference	03/25/2021
Holiday	04/2/2021
<b>Observation:</b>	
<ul style="list-style-type: none"> <li>Pre-Conference</li> <li>Formal Observation</li> <li>Self-Reflection</li> <li>Post-Conference</li> </ul>	04/09/2021
<b>End of Year Conference:</b>	
<ul style="list-style-type: none"> <li>Goals Reflections</li> <li>T-TESS Final Summative</li> </ul>	04/16/2021
<b>TEACHER 'COMPLETES':</b>	
<ul style="list-style-type: none"> <li>Professional Goal;</li> <li>Student Growth Goal;</li> </ul>	04/23/2021
Memorial Day	05/31/2021

FEBRUARY 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26

OCTOBER 2020				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

MARCH 2021				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

NOVEMBER 2020				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

APRIL 2021				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

DECEMBER 2020				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

MAY 2021				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

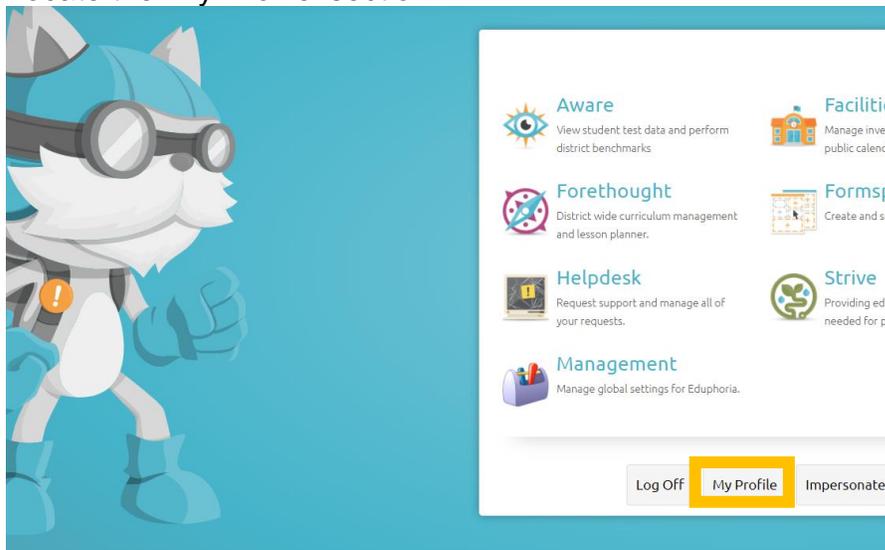
JUNE 2021				
M	T	W	T	F
	1	2	3	4
7	8	9		

## Navigating STRIVE – Teacher

### Signing In

It is important that your Eduphoria / STRIVE profile is updated accurately. Upon login in, the system will ask you to update your profile and the security questions for electronic signature. If you aren't prompted, please follow the instructions below:

1. Sign In
2. Locate the 'My Profile' section



3. Verify First Name (LEGAL NAME)
4. Verify Last Name (LEGAL NAME)
5. Only choose your campus – Administrators; only select your campus, Click 'Next'
6. Select your Role, Click 'Next'
7. Select only the areas that you do teach, Click 'Next'
8. Select only the grade levels you do teach, Click 'Next'
9. Follow the prompting to set your Security Question and Answer (this is used for electronic signature)
10. Click 'Save Changes'.

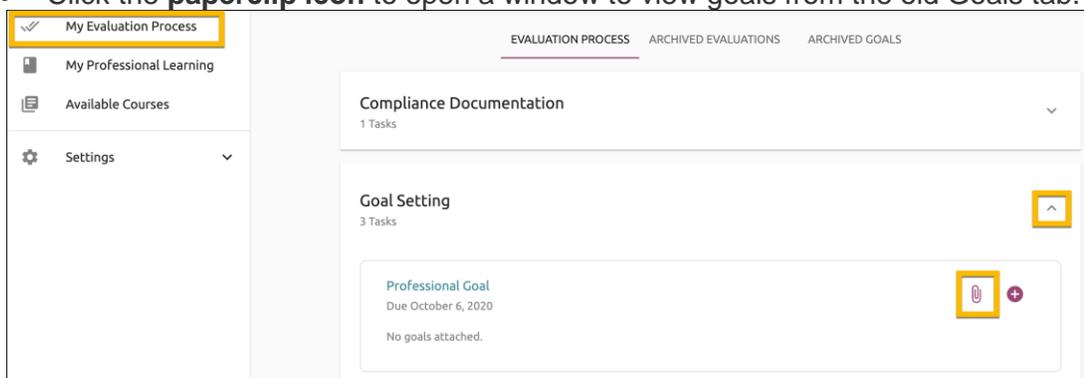
## Missing Goals or Documents? Find them Easily

If you had goals in the old Goals tab and you never submitted them in the evaluation process, you can find them in the My Evaluation Process screen.

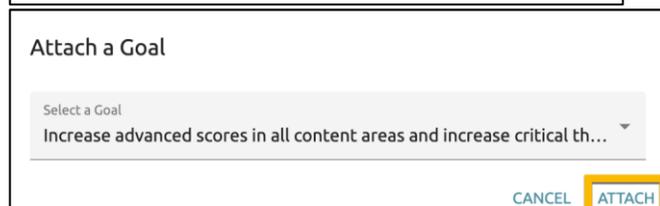
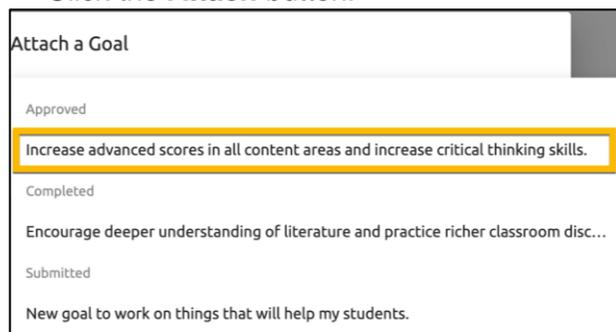
- Click on **My Evaluation Process**
  - Scroll to the bottom of the screen to find "*Additional documents and goals not attached to the Evaluation Process*"
  - Click **View Documents and Goals**
- Each item is clickable to access and view menu options.

## Move a Goal to Evaluation Process

- Click on **My Evaluation Process**
- In the Goal step of the evaluation process, click the collapsible arrow on the right to open the Goals task.
- Click the **paperclip icon** to open a window to view goals from the old Goals tab.



- Select the goal you would like to attach to the Goal task.
- Click the **Attach** button.



The goal will move from the Additional Goals and Documents not attached to the Evaluation Process section to the Goal Setting section of the current evaluation process.

## Archive Old Goals

Archiving a goal removes it from the current Evaluation Process to the Archived state. Archived goals can be accessed in My Evaluation Process and include the option to Copy to a New Goal if you would like to restart the goal again.

Goals have a lifecycle of steps that move it from the creator to the appraiser and back to the goal creator for last steps. Goals are a process that include attaching evidence, messaging and tracking progress through the year.



When you select a Goal in your Evaluation Process, the menu options provided will allow you to determine the steps you need to complete to archive a goal.

**Goal is CREATED but not submitted. The goal can still be edited because it has not been submitted.**

### Options include:

- › Delete the goal
- › Copy to a New Goal
- › Submit for Approval

Return to Evaluation Process Print Save Delete Copy to New Goal **Submit for Approval**

GOAL STATEMENT

Increase advanced scores in all content areas and increase critical thinking skills.

STATUS  
Unsubmitted

**Goal is SUBMITTED.** This means it is waiting for the appraiser to approve.

**Options include:**

- › Delete the goal
- › Copy to a New Goal

Return to Evaluation Process Print Save Delete Copy to New Goal

GOAL STATEMENT

Increase advanced scores in all content areas and increase critical thinking skills.

STATUS  
Submitted

**Goal has been APPROVED.**

**Options include:**

- › Edit Approved Goal - requires it to be resubmitted for approval
- › Delete
- › Copy to a New Goal
- › Mark it Complete - means you accomplished the goal

Return to Evaluation Process Print Save Edit Approved Goal Delete Copy to New Goal Complete

GOAL STATEMENT

Increase advanced scores in all content areas and increase critical thinking skills.

STATUS  
Approved

**Goal has been marked COMPLETE.**

**Options include:**

- › Archive
- › Copy to a New Goal
- › Reopen - removes Completed status and makes it active again
- › Delete

Return to Evaluation Process Print Delete Copy to New Goal Reopen Archive

**GOAL STATEMENT**  
Increase advanced scores in all content areas and increase critical thinking skills.

**STATUS**  
Completed



**Goal has been ARCHIVED. Goal can now be viewed in My Evaluation Process, Archived Goals.**

**Options include:**

- › Copy to New Goal
- › Delete
  - Do not delete archived goals as they contain evaluation history data.

Return to Evaluation Process Print Delete Copy to New Goal

**GOAL STATEMENT**  
Increase advanced scores in all content areas and increase critical thinking skills.

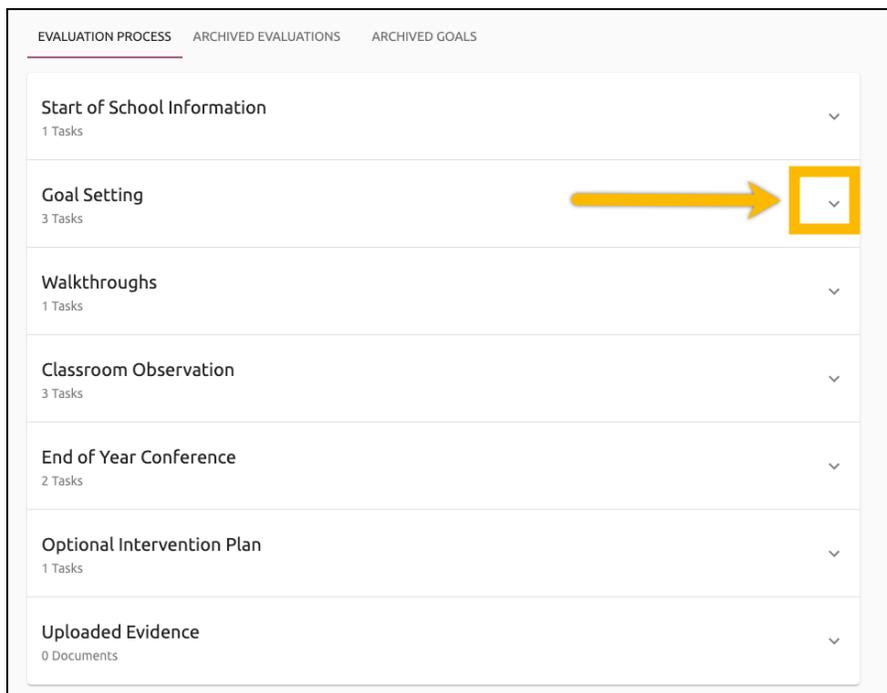
**STATUS**  
Archived



## Create a Professional Goal

The evaluation process contains the steps and tasks required to complete for the appraisal year. Access goal setting in "My Evaluation Process".

- Access **Strive**
- Click on **My Evaluation Process** and view the first section for "Evaluation Process"
- Use the **drop-down arrows** on the right to open containers of steps of your evaluation process.
- Find the section specific to Goals or open the default container.
- Click the **(+) button** next to the task for goal setting your district setup.
- Enter the information in the form to submit your goals to your appraiser.
- When complete, click the **Submit for Approval** button.



NEW GOAL

General Information 1 What is your goal? \*

Start Date: 7/7/2020 Target Completion Date: 7/7/2020

\*Required

Success Criteria 2 What will goal success look like?

How will you know you have accomplished your goal?

Standards & Tags 3 What Standard(s) does this goal address?

- 1.1 - Standards & Alignment
- 1.2 - Data & Assessment
- 1.3 - Knowledge of Students
- 1.4 - Activities
- 2.1 - Achieving Expectations
- 2.2 - Content Knowledge & Expertise
- 2.3 - Communication
- 2.4 - Differentiation
- 2.5 - Monitor & Adjust
- 3.1 - Classroom Environment
- 3.2 - Managing Student Behavior
- 3.3 - Classroom Culture
- 4.1 - Professional Demeanor & Ethics
- 4.2 - Goal Setting
- 4.3 - Professional Development

Actions 4 What tasks are required for this goal to be complete?  
Required (At least one action)

+ Add an Action

Save

TT Teacher, Teacher  
T-TESS Teacher Full Evaluation Year

Return to Evaluation Process Print Save Delete Copy to New Goal **Submit for Approval**

At the bottom of the goal is a section of communication tools associated with the goal.

- **Messaging** allows you to submit messages to your appraiser about the goal.
- **Evidence** allows you to upload and connect resources to demonstrate how you are working on your goal.

[Learn more about Attaching Evidence to Goals.](#)

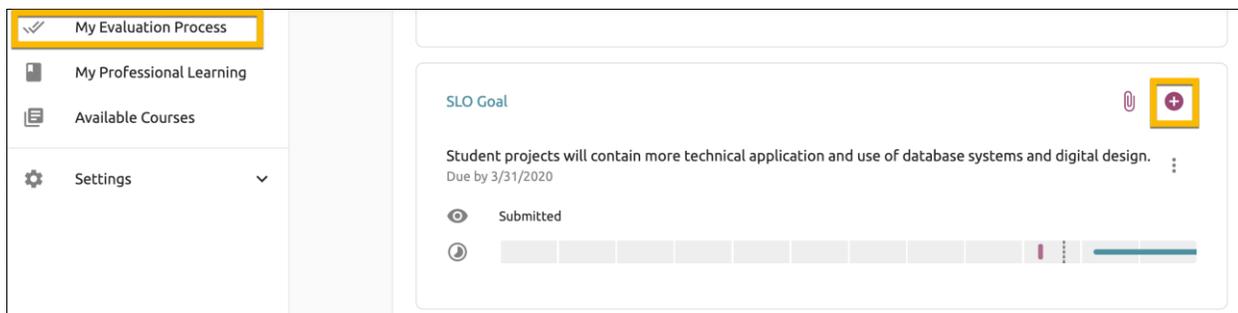
MESSAGES  
No messages.  
Send New Message

EVIDENCE  
No evidence.  
+ Add Evidence

## Add a Student Growth Goal/SLO

- Click **My Evaluation Process**
- Click the collapsible arrow on the right next to the Goal setting step your district defined for you.
- Click the **(+) button** in the task to create the student growth goals or complete a reflection form tied to the goal setting process.

**\*Note:** Where you see (+) buttons indicate places where you create the documentation to submit.



- Enter your **Goal statement** for student growth.
- Enter your **Success Criteria** for determining goal success.
- Select the **learning standards** associated with your Student Growth Goal by drilling down from grade level to specific course folder.
- Enter a **Start Date** and a **Completion Date** for the goal.
  - Click on the **date box** to open a calendar for easier date selection.
- Add at least one Action for evaluating student growth.
- Click the **Save** button.

A screenshot of the 'NEW STUDENT GROWTH GOAL' form. It has four sections: 'General Information', 'Success Criteria', 'Standards & Tags', and 'Actions'. 'General Information' has a text box for the goal and two date pickers (both set to July 10, 2019). 'Success Criteria' has a large text box. 'Standards & Tags' shows a dropdown menu with 'Science, Grade 7' selected, and a list of standards with checkboxes. 'Actions' has a '+ Add an Action' button. Annotations include orange arrows pointing to the date pickers and the 'Add an Action' button, and a text box saying 'Click and drag these corner anchors for a larger text area' pointing to the Success Criteria text box. Another text box says 'A goal requires at least one action' pointing to the 'Add an Action' button. A 'Save' button is at the bottom right.

**\*NOTE:** If your district has manually entered student learning standards into Forethought, those standards will not appear in Strive for Student Growth Goal setting. An educator who teaches locally created standards can skip the **Standards & Tags** section of the Student Growth Goal template. Instead, the teacher may choose to type the student learning standard into the **General Information** section of the template.

The screenshot displays the Forethought Student Growth Goal template interface. At the top, it shows the user's name 'Teacher, Teacher' and a profile icon 'TT'. Below this is a navigation bar with buttons for 'Close', 'Print', 'Save', 'Delete', 'Copy to New Goal', and 'Submit for Approval'. The main content area is divided into several sections:

- GOAL STATEMENT:** Contains a text box with the goal: "Students will improve their overall reading comprehension." Below it is a text box for the "Local Student Learning Standard Focus" with the text: "ACCESS LA.5.1.7.8 use strategies to repair comprehension of grade-appropriate text when self-monitoring indicates confusion, including but not limited to rereading, checking context clues, predicting, note-making, summarizing, using graphic and semantic organizers, questioning, and clarifying by checking other sources."
- ACTIONS:** A table with columns for date and description. It lists three actions: "Track individual student performance on weekly reading assessments given by the teacher" (May 25, 2018), "Compare the beginning-of-the-year baseline data to midyear data for reading comprehension on local district assessments" (January 9, 2018), and "Compare the the beginning-of-the-year data, midyear data and end-of-year data for reading comprehension on local district assessments" (May 25, 2018).
- STATUS:** "Unsubmitted"
- TARGET COMPLETION DATE:** "May 25, 2018"
- SUCCESS CRITERIA:** "On average, students will improve beginning-of-the-year and the mid-year reading comprehension performance by 10% on local district assessments."
- STANDARDS & TAGS:** A section with expandable options for "Elementary", "Middle School", and "High School".
- MESSAGES:** "No messages." with a "Send New Message" button.
- EVIDENCE:** "No evidence." with a "+ Add Evidence" button.

An orange arrow points from the "Local Student Learning Standard Focus" text box in the top section to a larger, highlighted view of the same text box in the bottom section, indicating that the standard can be manually entered into the goal statement section.

If your district does not use Forethought or track learning standards, you will not have the option for Standards & Tags but you can add a goal without them.

NEW STUDENT GROWTH GOAL

General Information **1** What is your goal for student growth? When will this be completed?  
November 28, 2017

Success Criteria **2** How will you know you have accomplished your goal? What will goal success look like?

Actions **3** List the actions and strategies that will be used to evaluate student growth.  
No actions.  
[+ Add an Action](#)

[Save](#)

Click the **Save** button after entering all required elements. You can view and make changes to the Student Growth Goal before clicking **Submit for Approval**.

**TT** Teacher, Teacher  
T-TESS Teacher

[Close](#) [Print](#) [Save](#) [Delete](#) [Copy to New Goal](#) [Submit for Approval](#)

GOAL STATEMENT  
Students will Identify patterns of the sun, earth, and moon system

STATUS  
Unsubmitted

START DATE  
July 10, 2019

TARGET COMPLETION DATE  
March 12, 2020 245 Days to Completion

SUCCESS CRITERIA  
Test

### Add Evidence

Just like with the Professional Goal, teachers can [add evidence](#) indicating how they are working on achieving the specific Student Growth Goal.

creativity, structure, or tone;

- R.8(C) - analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
- R.8(D) - recognize modes of reasoning, such as induction and deduction; and
- R.8(E) - recognize logical and illogical arguments in text.
- R.9(A) - compare text events with personal and other readers' experiences; and
- R.9(B) - recognize and discuss literary themes and connections that cross cultures.

MESSAGES

No messages.

[Send New Message](#)

EVIDENCE

No evidence.

[+ Add Evidence](#)



Teacher, Need more resources? Select a link below:

[Missing Goals or Documents? Find them Easily](#)

[Archive Old Goals](#)

[Create a Professional Goal](#)

[Add a Student Growth Goal/SLO](#)

[Attach Aware Student Portfolio to a Student Growth Goal](#)

[Register for Professional Learning](#)

[View your PL Schedule](#)

[Take an eCourse](#)

[Request Outside PL Credit](#)

[Transfer Your Portfolio between Districts](#)

[Strive FAQs - Troubleshooting](#)

[View Evaluation Documents](#)

[Upload Document Evidence](#)

[Clear Your Electronic Signature](#)

[Goals - Add Evidence](#)

[Manage Your Certifications in Your Portfolio](#)

[Print Strive Workshop Portfolio & Certificates](#)

[Complete a Professional Learning Survey](#)

[Zendesk Links](#)

If you need further assistance, please reach Jose Barraza by email:

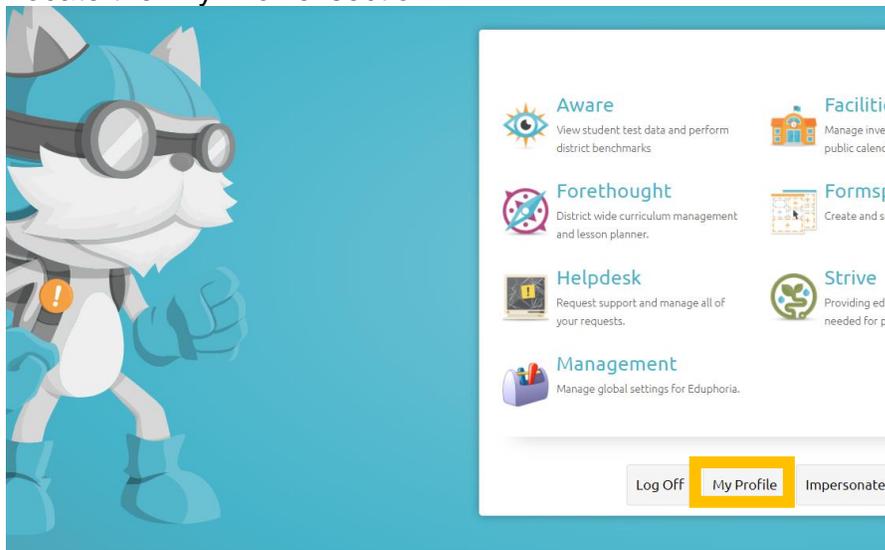
[jbarraza@canutillo-isd.org](mailto:jbarraza@canutillo-isd.org)

## Navigating STRIVE – Appraiser

### Signing In

It is important that your Eduphoria / STRIVE profile is updated accurately. Upon login in, the system will ask you to update your profile and the security questions for electronic signature. If you aren't prompted, please follow the instructions below:

1. Sign In
2. Locate the 'My Profile' section

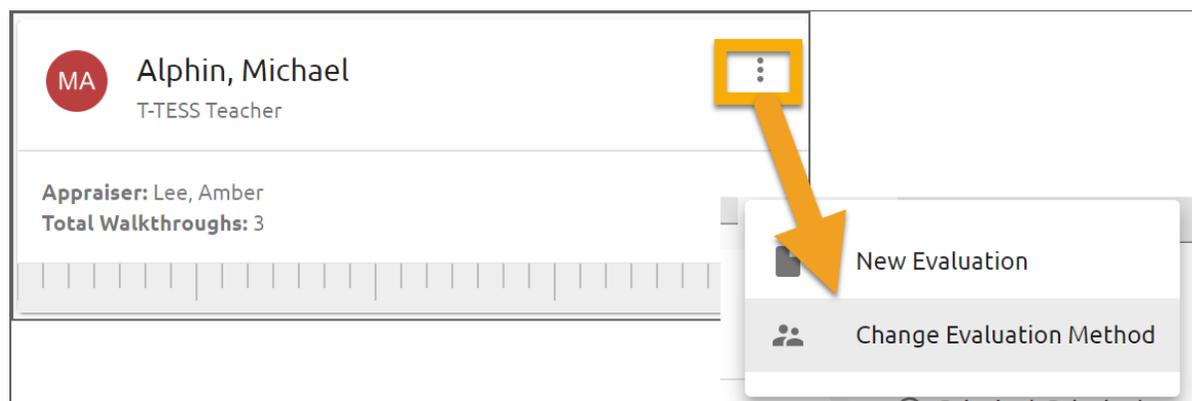


3. Verify First Name (LEGAL NAME)
4. Verify Last Name (LEGAL NAME)
5. Only choose your campus – Administrators; only select your campus, Click 'Next'
6. Select your Role, Click 'Next'
7. Select only the areas that you do teach, Click 'Next'
8. Select only the grade levels you do teach, Click 'Next'
9. Follow the prompting to set your Security Question and Answer (this is used for electronic signature)
10. Click 'Save Changes'.

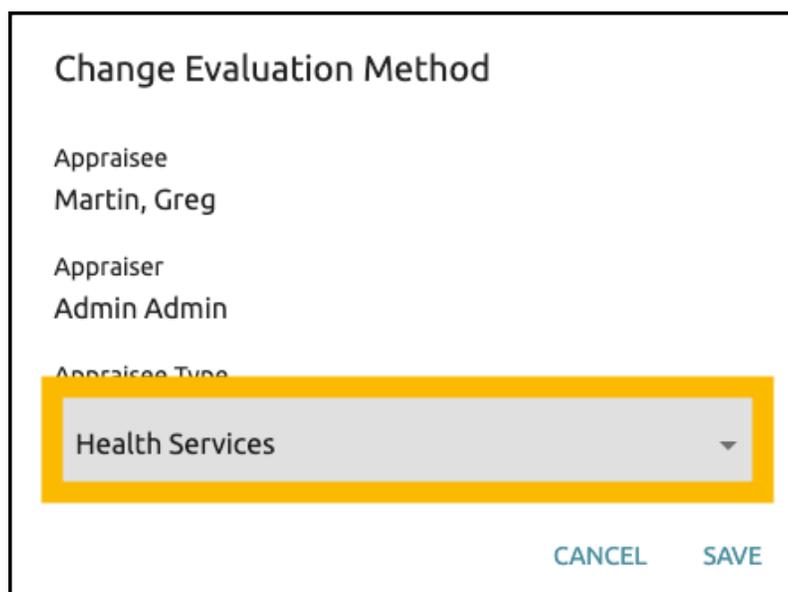
## Select Your Appraisees

Each year, principals and appraisers need to select their appraisees and set the method of evaluation for their job type. Selecting an appraiser and setting their role is what assigns the framework dimensions for goal setting and defines the evaluation process steps for the year.

- Click on **Campus View**
- Find the staff member you will be appraising and click the **Option** button on the right to access **Change Evaluation Method**.
- Click the **Option** button on the right of a card to select **Change Evaluation Method**



- In the window that appears, click the **drop-down menu** to access the Appraiser Types



- Choose the Appraiser Type from the list and click **Save**

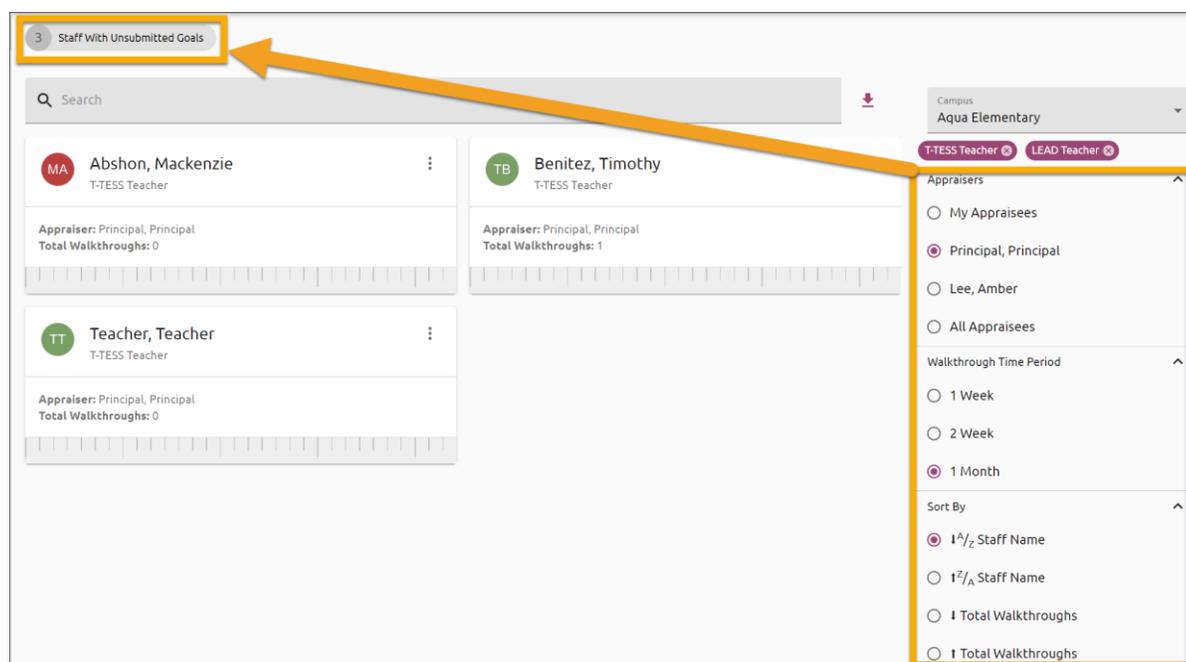
## Approve Goals

As teachers and staff submit their goals, the top notification widget bar provides access to quickly access goals needing approval.

**\*Note:** If your district is using a template for the Goal Setting step in Strive and not the Professional or Student Growth Goal feature, then goals submitted by document will not collect in this notification widget and would need to be accessed by going to each individual teacher in Campus View.

### Access Campus View

- Use filtering on the right to access My Appraisees or filter by Appraisee Type.
  - Filters will change the notification widget to match the selected filters.



Click on **Goals Pending Approval** in the top notification widget to view staff who have goals pending approval.

- Click on the box containing the name of the person and their goal statement to view menu options.

The screenshot shows a dashboard with three tabs: '8 Goals Pending Approval' (highlighted with a yellow box and an arrow), '32 Staff With Unsubmitted Goals', and '1 Walkthroughs'. Below the tabs is a 'Close' button. The main content area is divided into three columns. The first column shows 'ADMIN, ADMIN' and the text 'Teachers will learn all the things.' The second column shows a goal description: 'My goal is for my classroom to more of a collaborative environment that uses multiple resources such as technology, projects, and community involvement.' The third column shows a goal description: 'Increase amount of time in classrooms with a focus on instructional delivery and student learning. Standard 2- Ensure there are high-quality teachers and staff in every classroom throughout the school. Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.'

- Select the action from the menu bar for the goal.

The screenshot shows a horizontal menu bar with four buttons: 'Return to Evaluation Process', 'Print', 'Delete', and 'Approve'. The 'Approve' button is highlighted with a yellow box.

### Use Messaging to Help Staff Write Better Goals

Using the messaging feature in the goal, you can guide your teachers and staff to write better goals before selection an action from the menu bar.

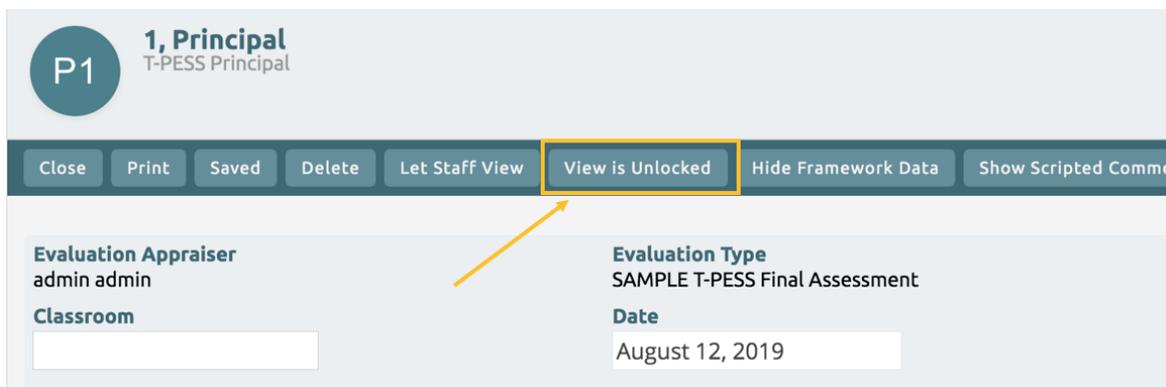
- Scroll to the bottom of the goal page
- Click **Send New Message**
- Enter a message for the staff member and click **Send**

The screenshot shows a messaging interface. At the top, it says 'MESSAGES'. Below that, it says 'From Admin Admin on 7/8/2020 at 9:12 AM'. The message content is 'Remember our discussion last year about focusing on using more data analysis in student projects?...' and there is a 'Show More' button to the right. At the bottom left, there is a 'Send New Message' button.

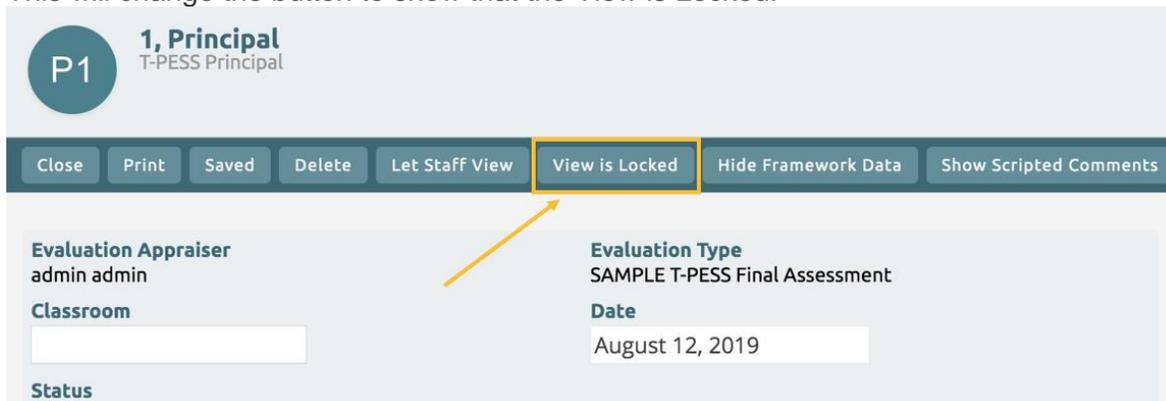
## Lock an Evaluation Document

If your district Appraisal Administrator has turned on this feature, you will be able to lock a document so that only you and your appraisee can view the contents of an evaluation form.

When you ready to complete the evaluation form, click the **View is Unlocked** button on the menu bar to lock the form.



This will change the button to show that the View is Locked.



When the View is locked, no one can see it EXCEPT the Appraiser and Appraisee.

## Copy Observation Data to Summative Form

The ability to copy comments from the observation template is a setting activated by whoever manages Strive as the Appraisal Administrator. This person will need to activate the setting in the Summative template options tab to allow the appraiser to select the option to bring the comments over to the summative template. Once this is set, the following steps will allow you to create a summative form with pre-populated form data from the observation form(s).

Select the staff member you will be appraising.

1. Select the Summative template to be used to evaluate the appraiser.
2. On the pop-up to enter the classroom, check the box indicating you want to "Copy existing Observation data into the Summative".

**New Evaluation**

Evaluation Template  
T-TESS Summative

---

Classroom

---

Date  
May 12th

---

Copy existing observation data into my Summative Evaluation

CANCEL    SAVE

The Summative document will bring in your previous scores and comments from the Observation form. If multiple observation documents were used, scores will average and show the average points from all the forms. Comments from multiple forms will fill the comment boxes using a line break to indicate the separation of comments from forms.



**Teacher, Summative**  
T-TESS Teacher

**Planning** All

- 1.1 - Standards & Alignment
- 1.2 - Data & Assessment
- 1.3 - Knowledge of Students
- 1.4 - Activities

Close Print Saved Delete Let Staff View Hide Framework Data Show Scripted Comments

No messages.

Send New Message

**DOMAIN 1: PLANNING**

	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
1.1 Standards and Alignment: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	○	○	○	○	○
1.2 Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	○	○	●	○	○
1.3 Knowledge of Students: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.	○	○	●	○	○
1.4 Activities: The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	○	○	●	○	○

Additional comments about Domain 1: Planning

Domain 1 comments from 1st observation

domain 1 comments from 2nd observation

**Instruction** All

- 2.1 - Achieving Expectations
- 2.2 - Content Knowledge & Expertise
- 2.3 - Communication
- 2.4 - Differentiation
- 2.5 - Monitor & Adjust

**Learning Environment** All

- 3.1 - Classroom Environment
- 3.2 - Managing Student Behavior
- 3.3 - Classroom Culture

**Professional Practices & Responsibilities** All

- 4.1 - Professional Demeanor & Ethics
- 4.2 - Goal Setting
- 4.3 - Professional Development

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

Appraiser, Need more resources? Select a link below:

[Select Your Appraisees](#)

[Approve Goals](#)

[Approve Professional Learning Credits](#)

[Create a Summative Document](#)

[Learn How to Start an Evaluation](#)

[Lock an Evaluation Document](#)

[Copy Observation Data to Summative Form](#)

[Use Goals to Track Growth](#)

[Clear an Electronic Signature](#)

[Plan for the End of Year Summative](#)

[Archive Teacher Goals](#)

[Download Appraiser Data](#)

[View Staff Portfolios](#)

[Strive FAQs](#)

[Manage Your T-P ESS Goals](#)

[Zendesk Links](#)

---

If you need further assistance, please reach Jose Barraza by email:

[jbarraza@canutillo-isd.org](mailto:jbarraza@canutillo-isd.org)

## Rubrics, Policy, Regulation, and other Resources

Click on the Links below

[T-TESS Rubric \(TEA\)](#)

[T-TESS Virtual Instruction Rubric \(TEA\)](#)

[Teacher T-TESS Handbook \(TEA\)](#)

[Teacher T-TESS Guidelines \(TEA\)](#)

[Teacher T-TESS Resources \(TEA\)](#)

[DNA Local](#)

[DNA Regulation](#)

[Appraiser T-TESS Handbook \(TEA\)](#)

[Appraiser T-TESS Guidelines \(TEA\)](#)

[Appraiser T-TESS Resources \(TEA\)](#)

[Login to Teach for Texas](#)

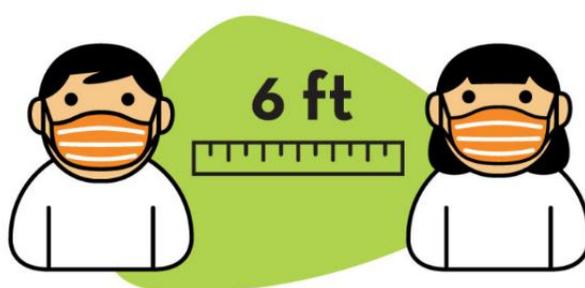
### New T-TESS Corner on District Website!

You can find this and other resources in the T-TESS dedicated website:

[Canutillo Independent School District](#) » [Departments](#) » [Human Resources](#) » [T-TESS Corner](#)



**wear a mask**



**watch your distance**



**wash your hands**