

T-TESS: Showcasing What We Do As Music Educators (Part 4 of a 4-part series)

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Now, before you leave the band hall for a few weeks, is an ideal time to reflect on your overall T-TESS appraisal and End-of-Year (EOY) conference. Earlier in this series, we discussed that T-TESS was designed to provide continuous feedback and engage the teacher and the administrator in authentic conversation. The Pre- and Post-conference were opportunities to demonstrate what your program entails and to advocate and inform your appraiser about your program. As you plan for the new year, what goals and professional development activities were determined during the EOY conference, and what revisions are necessary? Summer is the perfect time for music educators to reflect on their goals for the upcoming year and to participate in self-selected professional learning offered at the TBA convention or other conferences.

Considerations when choosing professional learning opportunities:

- Does it support your T-TESS goals?
- Does it align to your campus and district goals?
- Does it promote research based and classroom-tested strategies?
- Does student data show that training in this area is needed?

Developing a framework

During the reflection process, celebrate your successes and take a broader view of defining the word success. Ratings do not define success, though we use ratings as a data mark, it truly is not the final outcome. Think of student growth and personalized learning for deeper understanding as

a progress measure. As you develop a framework to guide your practice, set goals that foster improvements in teaching and learning. Review the data collected from the year and establish how it contributed to student growth and enhanced the professional learning community. Also, evaluate if your goals aligned to the campus and district initiatives. Examples of future goal setting can include partnerships with community organizations, participation at school and district events, fostering collaboration and growth through professional development at the TBA convention, and reflection on your teaching practices and content knowledge. What type of feedback did you provide students? Was feedback given designed for higher-level thinking or was it a statement to simply firm the embouchure and try again? At any time, did you provide opportunities for students to reflect on their own practice and describe the process?

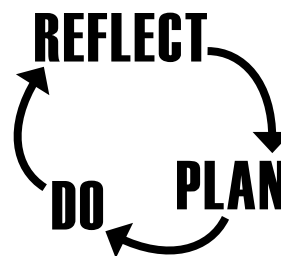
These are all essential questions to ask yourself while you plan your program for the upcoming school year.

One last thought

Finally, as we march into the 2017-18 school year, recall that T-TESS centers on four domains (T-TESS Rubric, 2016): **Planning** (TEKS based lessons designed for effective instruction and assessment); **Instruction** (strategies which engage students in meaningful learning, student-centered); **Learning Environment** (establishing a culture of high expectations for learning and

appropriate classroom management techniques that maximize instructional time); **Professional Practices and Responsibilities** (managing student data, communication with stakeholders). In order to grow professionally, teachers need to create an individual professional learning plan that focuses on a set of purposeful planned actions. Professional learning choice should address student achievement, personal learning goals, and district/campus initiatives. In our profession, we cannot teach the same way every year without any self-reflection and program evaluation because of varying student needs.

We must constantly improve and evolve in our craft to make our bands better. Reflect on the upcoming program, plan your lesson and implementation, do it (plan in action): Repeat the process with reflection.



Learning model for instructional practice: San Marcos CISD.

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