

# **T-TESS Pre-Conference Suggestions for Teachers of Students who are Deaf and Hard-of-Hearing**

One important feature of the Texas Teacher Evaluation and Support System (T-TESS) is the pre-conference with your appraiser. This conference should occur prior to an announced observation. The pre-conference is an excellent opportunity for you to provide information about your classroom or setting, your student(s), your teaching philosophy, systems you have in place, and the lesson that your appraiser will observe.

Below is a list of possible talking points that may help guide your conversation so that your appraiser will better understand what to expect in the educational setting in which you will be observed:

- The degree of hearing loss and the presence of additional disabilities, if applicable
- Recommendations from the student’s or students’ Functional Listening Evaluation (FLE), Full Individual Evaluation (FIE), and Communication Evaluation
- Cognitive functioning and academic and/or functional levels in the class
- The mode of communication to be used and the communication supports that might be in place or used during the lesson
- The DHH goals/objectives, clearly stated in the lesson plan, to be covered during the lesson
- How the lesson objective(s) is/are related to the student’s or students’ IEP(s)
- Tools that are used to measure, monitor, and document student progress
- Areas of the Expanded Core Curriculum to be targeted during the lesson, if applicable
- Behavioral strategies that are already in place or may be required during the lesson
- Ways that collaboration occurs between the teacher and other individuals on the student’s or students’ team(s)
- Information about instructional strategies specific to students who are deaf/hard-of-hearing
- How a lesson in a deaf education setting might differ from a lesson in a general education setting
- How auxiliary staff (ex. a paraprofessional) might be used in the educational setting, if applicable

<b>Pre-Conference Planning Sheet</b>	
What information will you share regarding the degree(s) of hearing loss and the amplification technology that will be used in your classroom?	

What are three things you want the appraiser to know prior to observing the lesson being taught?	1.
	2.
	3.
What is the learning outcome for the lesson to be observed?	
How does that learning outcome relate to the student's or students' IEP(s)?	
What instructional strategies will you use during the lesson that may differ from instructional strategies in a general education classroom?	
What tools are you using to measure, monitor, and document student progress?	
How have you collaborated with the student's other team members?	
How have you collaborated with the general education classroom teachers?	

A list of sample conferencing questions categorized by T-TESS dimension and provided by the Texas Education Agency can be found at the following website:

[https://teachfortexas.org/Resource\\_Files/Evaluation\\_Process/T-TESS\\_Appraiser\\_Sample\\_Conferencing\\_Quesions.pdf](https://teachfortexas.org/Resource_Files/Evaluation_Process/T-TESS_Appraiser_Sample_Conferencing_Quesions.pdf)