T-TESS
Conferencing Tool Flip Chart with Full Domains

Region 17

This tool was designed to be a resource for goal-setting, pre-conference, and post-conference meetings that are the integral part of T-TESS. It now has full versions of Domains 1 through 4 along with T-TESS Look Fors, conversation starters, the T-TESS Skill-Dimension Crosswalk chart, requirements/recommendations for all T-TESS meetings, and examples of goal-setting options. Consult your T-TESS Appraiser Training Handbook for full guidance on these steps, or contact your T-TESS team at your regional service center.

Visit our Smore page for more support as you roll out T-TESS:

www.smore.com/bukqd

Directions for flip chart assembly:

1. Print the PDF.

2. Copy all pages except this directions page onto cardstock, front to back, flipping on long edge if your machine gives you an option.

3. Cut along gray line on the front side of each page.

4. Assemble with binding machine along top edge.

5. Complete the purpose statement on the back cover. Leading change is hard. Focus on your end goal and vision for instruction on your campus.

T-TESS

T-TESS

Texas
Teacher Evaluation & Support System

Rubric Tool

Region 17
Created at ESC Region 17
Contact ssexton@esc17.net for PDF.

Growth is never by mere chance; it is the result of forces working together.

James Cash Penney

Without continual growth and progress, such words as improvement, achievement, and success have no meaning.

Benjamin Franklin

	Orientation	Goal-Setting & Professional Development (GSPD) Conference	Pre-Conference	Post-Conference	End-of-Year (EOY) Conferences
Teacher's First Year with T-TESS	*Required for All Teachers New to T-TESS*	*Required for All Teachers New to T-TESS to Develop an Initial GSPD Plan*	Recommended for Formal Observations	*Required for the First 45-Minute Formal Observation* Recommended for Other Observations	*Required for All Teachers New to T-TESS*
Teacher's Second Year and Beyond with T-TESS	(Only Required for Teachers New to the District or When District Appraisal Policy Changes)	Recommended GSPD Conference to Review and Approve Goals from the EOY Conference *Required for Teachers New to the District to Develop a GSPD Plan*	*Required Pre-Conference for Announced Observations* Recommended for Other Unannounced Formal Observations	*Required for the First 45-Minute Formal Observation* Recommended for Other Observations	*Required for All Teachers*
Teachers in a Year When a Full Appraisal is Not Conducted Due to the Alternative Year Waiver	(Only Required for Teachers New to the District or When District Appraisal Policy Changes)	*GSPD Conference to Review and Approve Goals from the EOY Conference*	N/A — No Formal Observation Conducted	N/A — No Formal Observation Conducted Feedback/Evidence is Provided for Informal Observations Per Local Policy	*Modified Required For All Teachers to Review Goals, Professional Development, Student Growth (2017-18 & Beyond), and to Discuss DRAFT Goals for Next Year*

T-TESS Requirements/Recommendations from TEA, Updated 5/6/2016

Look Fors

For Planning, Dimension 1.1
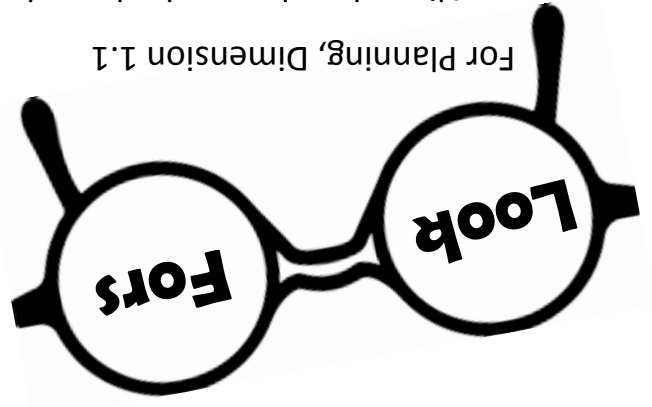
- Aligned goals, standards, and objectives
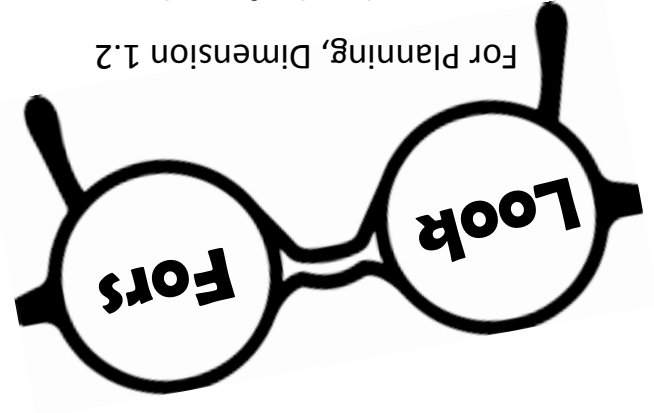- Lesson structure/design and pacing
- Technology integration

To start the conversation, consider . . .

- What is/was the standard?
- What is/are the learning objective(s)?
- Talk to me about sequencing leading up to this lesson and where you go next.
- How do you make decisions about using technology?
- Tell me how you plan for timing your lessons.

1.1: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.				
DISTINGUISHED	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
• All rigorous and measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: —are logically sequenced —are relevant to students' prior understanding and real-world applications —integrate and reinforce concepts from other disciplines —provide appropriate time for student work, student reflection, lesson and lesson closure —deepen understanding of broader unit and course objectives —are vertically aligned to state standards —are appropriate for diverse learners • Objectives that are aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.	• All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: —are sequenced —are relevant to students' prior understanding —integrate other disciplines —provide appropriate time for student work, lesson and lesson closure —reinforce broader unit and course objectives —are vertically aligned to state standards —are appropriate for diverse learners • All objectives that are aligned and logically sequenced to the lesson's goal.	• All goals aligned to state content standards. • Integration of technology when applicable. • All activities, materials and assessments that: —are sequenced —are relevant to students —provide appropriate time for lesson and lesson closure —fit into the broader unit and course objectives —are appropriate for diverse learners • All objectives that are aligned to the lesson's goal.	• Most goals aligned to state content standards. • Most activities, materials and assessments that: —are sequenced —sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	• Few goals aligned to state content standards. • Few activities, materials and assessments that: —are sequenced —rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.
Student-Centered Actions ←			→ Teacher-Centered Actions	

Planning

1.1 Standards & Alignment

For Planning, Dimension 1.2

Look Fors

- Formal and informal assessments
- Progress monitoring
- Communication and feedback
- Data to inform instruction

You could ask . . .

- How do you check for understanding?
- How do you monitor progress during learning?
- Talk to me about how you provide feedback to students?
- What data informed your instructional choices for the lesson?

| 1.2: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEED-ED
• Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self assessment, build awareness of their own strengths and weaknesses and track their own progress. • Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentially. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans. • Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.	• Formal and informal assessments to monitor progress of all students. • Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	• Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	• Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.
	Student-Centered Actions			Teacher-Centered Actions
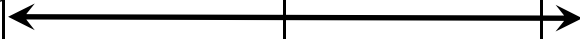
Planning   1.2 Data & Assessment

Look Fors

For Planning, Dimension 1.3

- Students' prior knowledge
- Adjustments to student needs
- Diverse learning for strengths and gaps
- Social-emotional
- Learning styles
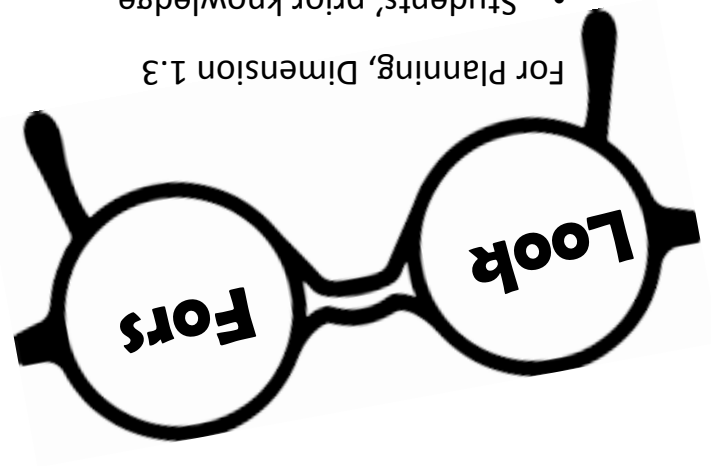
You could ask . . .

- What prior learning will/did you reference?
- What student experiences lend themselves to the new learning?
- Will you/did you have to address gaps in knowledge or experience to have all students achieve learning goals for the lesson?

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1.3: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each others' learning.	• All lessons that connect to students' prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs.	• All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	• Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Student-Centered Actions ←——————————————→ Teacher-Centered Actions

Planning   1.3 Knowledge of Students

For Planning, Dimension 1.4
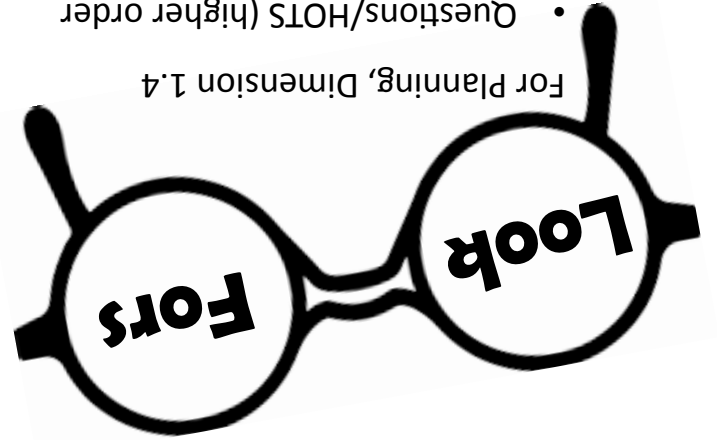
- Questions/HOTS (higher order thinking skills)
- Grouping students
- Roles & responsibilities
- Activities, resources, materials, technology
- Problem solving
- Goal setting

You could say . . .

- How do you plan for questioning?
- Talk to me about the student grouping in this lesson.
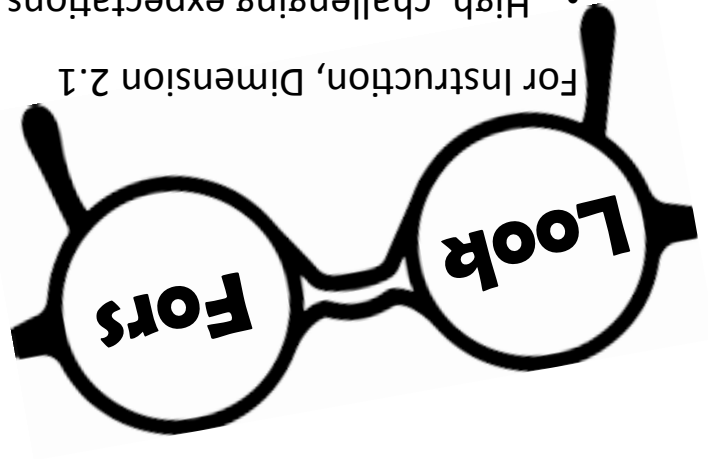- What jobs do you assign your students as they work in class?
- Tell me how you choose activities, resources, technology, and instructional materials. What is your thought process to ensure alignment?

1.4: The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Opportunities for students to generate questions that lead to further inquiry and promote complex, higher order thinking, problem solving and real-world application. • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.	• Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	• Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	• Questions that promote limited, predictable or rote responses and encourage some complex, higher order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	• Encourages little to no complex, higher order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.
Student-Centered Actions ←				→ Teacher-Centered Actions

Planning   1.4 Activities

Look Fors

For Instruction, Dimension 2.1

- High, challenging expectations
- Mastery of the objective
- Student mistakes/self-corrections
- Student initiative/self-monitoring

You could say . . .

- Talk about your expectations for the lesson. How will you ensure that all students are challenged?
- What will be your evidence of student mastery?
- What opportunities exist for students to persist with the lesson until they master it?
- For a seasoned teacher . . . What student mistakes do you typically encounter with this content?
- For a new teacher . . . At what point in the lesson might a student make mistakes?
- How might students self-correct?
- How might this lesson provide opportunities for students to take initiative of their own learning?

T-TESS

| 2.1: The teacher supports al learners in their pursuit of high levels of academic and social-emotional success.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time.	• Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor	• Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning	• Sets academic expectations that challenge most students. • Persists with the lesson until there is evidence that some students demonstrate mastery of the objective. • Sometimes addresses student mistakes. • Sometimes provides opportunities for students to take initiative of their own learning.	• Sets expectations that challenge few students. • Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective. • Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort. • Rarely provides opportunities for students to take initiative of their own learning.

Student-Centered Actions ⟵——————————⟶ Teacher-Centered Actions

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Instruction   2.1 Achieving Expectations

For Instruction, Dimension 2.2

- Content knowledge in multiple contexts
- Objectives tied to other disciplines (cross-disciplinary)
- Anticipating misunderstandings and teaching techniques
- Thinking/higher order thinking skills (HOTS)
- Sequencing and linking instruction
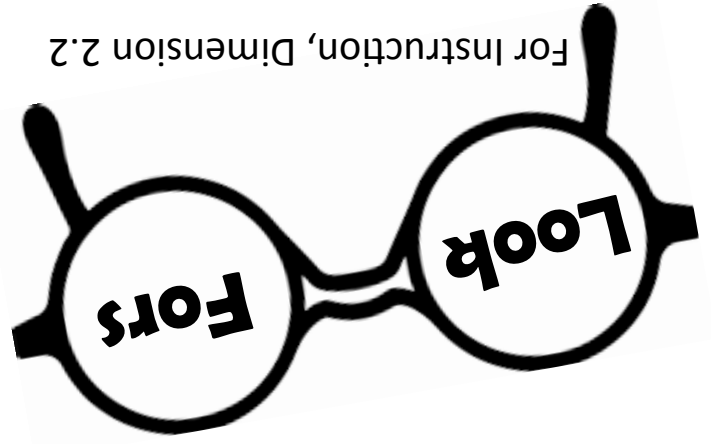
You could ask . . .

- How do you choose strategies to teach specific skills?
- How do you plan for connecting to other disciplines or making real-world connections?
- For a seasoned teacher . . . What student misunderstandings do you typically encounter with this content?
- For a new teacher . . . At what point in the lesson might a student misunderstand?
- How might you alleviate or address misunderstandings?
- Where does/did the lesson demand higher order thinking?
- What content is requisite for the lesson?
- How do you determine that?
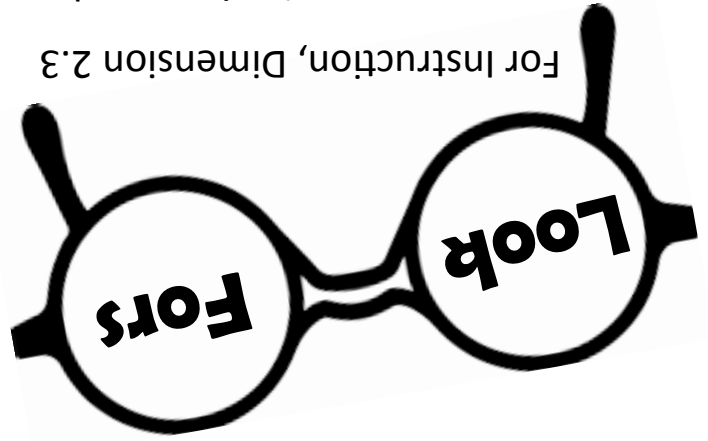- How does this lesson fit into the larger sequence of instruction?

T-TESS

2.2: The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.	• Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real-world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. Student-Centered Actions	• Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.	• Conveys accurate content knowledge. • Sometimes integrates learning objectives with other disciplines. • Sometimes anticipates possible student misunderstandings. • Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).	• Conveys inaccurate content knowledge that leads to student confusion. • Rarely integrates learning objectives with other disciplines. • Does not anticipate possible student misunderstandings. • Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). Teacher-Centered Actions

Instruction

2.2 Content Knowledge & Expertise

For Instruction, Dimension 2.3

- Two-way communication, teacher to student, peer to peer
- Anticipating misunderstandings
- Verbal and written communication
- Questioning/wait time
- Technology/visual tools

You could lead the teacher in reflections like . . .

- How do students communicate with you during the lesson?
- How do students communicate with each other during the lesson?
- How do you approach misunderstandings? What methods for clarification do you use?
- Why is it is important for teachers to be clear in their communication? What happens when they aren't clear?
- How do you plan for questioning in your lessons?
- How do you ensure that questions are at a variety of levels during a lesson?
- How do you decide how much wait time students need to process their thoughts?
- How do you plan for technology and/or visual tools that support learning?

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2.3: The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.				
DISTINGUISHED	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
• Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.	• Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students.	• Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.	• Leads lessons with some opportunity for dialogue, clarification or elaboration. • Recognizes student misunderstandings but has a limited ability to respond. • Uses verbal and written communication that is generally clear with minor errors of grammar. • Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.	• Directs lessons with little opportunity for dialogue, clarification or elaboration. • Is sometimes unaware of or unresponsive to student misunderstandings. • Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure. • Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.

Student-Centered Actions ← → Teacher-Centered Actions

Instruction   2.3 Communication

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.	• Adapts lessons to address individual needs of all students.	• Adapts lessons to address individual needs of all students.	• Adapts lessons to address some student needs.	• Provides one-size-fits-all lessons without meaningful differentiation.
• Consistently monitors the quality of student participation and performance.	• Regularly monitors the quality of student participation and performance.	• Regularly monitors the quality of student participation and performance.	• Sometimes monitors the quality of student participation and performance.	• Rarely monitors the quality of student participation and performance.
• Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.	• Sometimes provides differentiated instructional methods and content.	• Rarely provides differentiated instructional methods and content.
• Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.	• Proactively minimizes student confusion or disengagement by addressing student learning and/or social/emotional needs of all students.	• Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.	• Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.	• Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.

2.4: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

"Look Fors" for Instruction, Dimension 2.4

- Individualized lesson
- Monitoring participation and performance
- Differentiated content and methods (process)
- Recognizing confusion and disengagement

You could say . . .

- How will this lesson address the needs of all students?
- How will you provide different instructional methods and/or content to ensure mastery?
- How have you planned to avoid confusion during the lesson? (varied references, anchor charts, examples, etc.)
- How do you encourage engagement across varied student abilities?
- What supports are planned to ensure student mastery?
- What learning or social/emotional needs exist in your classroom? How will you address them?

T-TESS
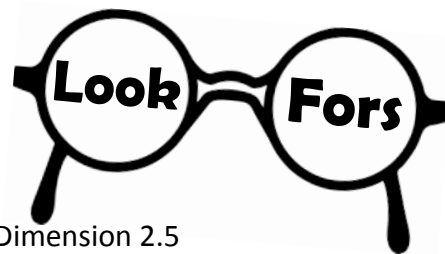
You could ask . . .

- How do you gather input from students to choose next steps in instruction?

- How do you gauge and adjust for student engagement?

- How will you monitor both behaviors and responses from students to assess their engagement and understanding?

- How do you check for understanding both formally and informally?

For Instruction, Dimension 2.5

- Monitor and adjust instruction and activities

- Adjustments to maintain engagement

- Monitors "behaviors"

- Checking for understanding

- Questioning and academic feedback

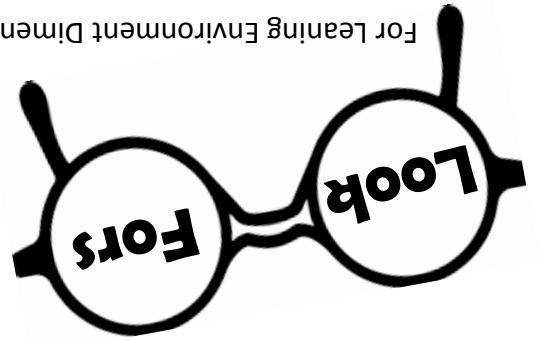| 2.5: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback.	• Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback.	• Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.	• Sometimes utilizes input from students in order to monitor and adjust instruction and activities. • Adjusts some instruction within a limited range. • Sees student behavior but misses some signs of disengagement. • Is aware of most student responses but misses some clues of misunderstanding.	• Rarely utilizes input from students in order to monitor and adjust instruction and activities. • Persists with instruction or activities that do not engage students. • Generally does not link student behavior and responses with student engagement and understanding. • Makes no attempts to engage students who appear disengaged or disinterested.

Student-Centered Actions ⟷ Teacher-Centered Actions

Instruction   2.4 Differentiation/2.5 Monitor & Adjust

		3.1 Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.		
DISTINGUISHED	**ACCOMPLISHED**	**PROFICIENT**	**DEVELOPING**	**IMPROVEMENT NEEDED**
•Establishes and uses effective routines, transitions and procedures that students primarily rely on student leadership and responsibility. •Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. •The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.	•Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. •Students take some responsibility for managing student groups, supplies and/or equipment. •The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.	•All procedures, routines and transitions are clear and efficient. •Students actively participate in groups, manage supplies and equipment with very limited teacher direction. •The classroom is safe and organized to support learning objectives and is accessible to most students.	•Most procedures, routines and transitions provide clear direction but others are unclear and inefficient. •Students depend on the teacher to direct them in managing student groups, supplies and/or equipment. •The classroom is safe and accessible to most students, but is disorganized and cluttered.	•Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency. •Students often do not understand what is expected of them. •The classroom is unsafe, disorganized and uncomfortable. •Some students are not able to access materials.

For Leaning Environment Dimension 3.1

- Procedures, routines, and transitions
- Management of supplies/equipment
- Safety and organization

Look Fors

Watch for . . .

- Time spent on transitions and "housekeeping" (use a timer to give specific feedback when this is an issue).
- Student involvement and efficacy in managing supplies and group processes.
- SAFETY! This is a big one, so be able to provide immediate guidance if issues of student safety are neglected, knowingly or unknowingly.
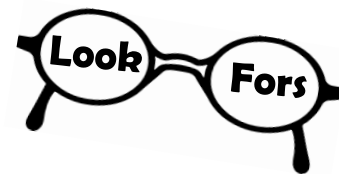
Watch for . . .

- Evidence of a system of rules AND whether it allows for student creation and maintenance.

- How smoothly the teacher intervenes when discipline problems arise with a minimum of instructional time lost.

For Learning Environment Dimension 3.2

- Behavior systems
- Behavior standards

3.2 Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards.	• Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards.	• Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.	• Inconsistently implements the campus and/or classroom behavior system. • Student failure to meet expected classroom behavior standards interrupts learning.	• Rarely or unfairly enforces campus or classroom behavior standards. • Student behavior impedes learning in the classroom.

For Learning Environment Dimension 3.3
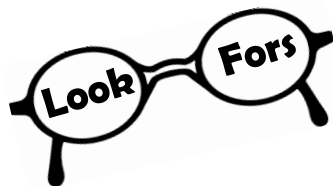
- Relevant, meaningful learning
- Working respectfully (individual and group)
- Collaboration and rapport

Watch for . . .

- Evidence that students are engaged (responses, questions, facial expressions around understanding or confusion).
- Student interactions.

3.3 Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements.	• Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher.	• Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.	• Establishes a learning environment where most students are engaged in the curriculum. • Students are sometimes disrespectful of each other.	• Establishes a learning environment where few students are engaged in the curriculum. • Students are disrespectful of each other and of the teacher.

Learning Environment   Dimensions 3.1, 3.2, and 3.3

4.1: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Models all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates successfully for the needs of all students in the classroom and campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Consistently meets all professional standards (e.g., attendance, professional appearance and behaviors). • Advocates success-fully for the needs of all students on the campus.	• Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. • Meets all profes-sional standards (e.g., attendance, profes-sional appearance and behaviors). • Advocates success-fully for the needs of students in the class-room.	• Behaves in accord-ance with the Code of Ethics and Stand-ard Practices for Texas Educators. • Meets most pro-fessional standards (e.g., attendance, professional appear-ance and behav-iors).	• Fails to meet the Code of Ethics and Standard Practices for Texas Educa-tors. • Meets few pro-fessional standards (e.g., attendance, professional ap-pearance and be-haviors) or violates legal requirements.

Look Fors

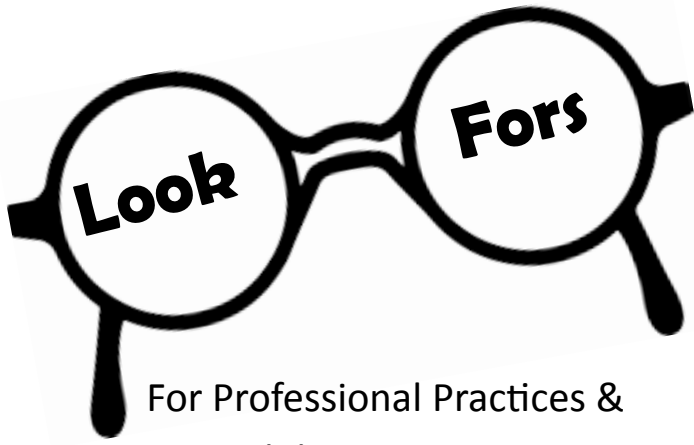For Professional Practices & Responsibilities, Dimension 4.1

- Code of ethics
- Professional standards
- Student advocacy

This dimension is pretty observable as you work with a teacher. However, you may not be aware of advocacy efforts. You can dig into the Proficient expecta-tion by asking about what the teacher does when it becomes clear that a stu-dent needs something more or differ-ent from other students.

Look Fors

For Professional Practices & Responsibilities, Dimension 4.2

- Goals—short- and long-term
- Self-assessment

This dimension focuses on a teachers ability to reflect on his/her work and find room for improvement. Your questions here could guide toward that kind of self-awareness, reflection on practice, and desire to elevate practice each year. Think "SMART" goals (Specific, Measurable, Achievable, Realistic, and Time-bound), but do allow for the measurability to come from data (more quantitative) AND/OR evidence (more qualitative).

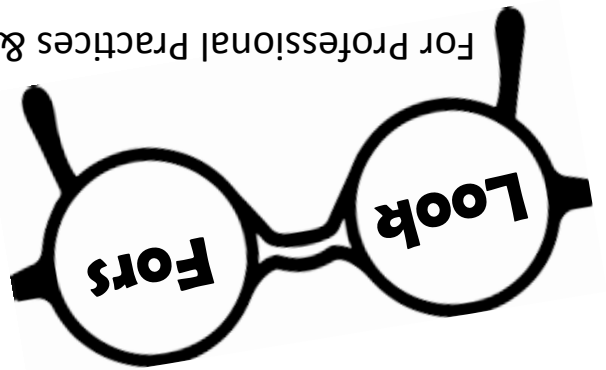| 4.2: The teacher reflects on his/her practice.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Consistently sets, modifies and meets short- and long-term professional goals based on self assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Implements substantial changes in practice resulting in significant improvement in student performance.	• Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. • Meets all professional goals resulting in improvement in practice and student performance.	• Sets short-term goals based on self-assessment. • Meets most professional goals resulting in some visible changes in practice.	• Sets low or ambiguous goals unrelated to student needs or self-assessment. • Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.

Student-Centered Actions ← → Teacher-Centered Actions

Prof. Practices & Responsibilities   **4.1 Prof. Demeanor & Ethics/4.2 Goal Setting**

4.3: The teacher enhances the professional community.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection. • Seeks resources and collaboratively fosters faculty knowledge and skills. • Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.	• Leads colleagues collaboratively on campus to identify professional development needs through self-reflection. • Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.	• Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership, or other opportunities.	• Engages in most scheduled activities, professional learning communities, com- mittee, grade- or sub- ject-level team meetings as directed.	• Engages in few pro- fessional develop- ment activities, pro- fessional learning communities or com- mittees to improve professional practice.

For Professional Practices & Responsibilities, Dimension 4.3

- Professional development
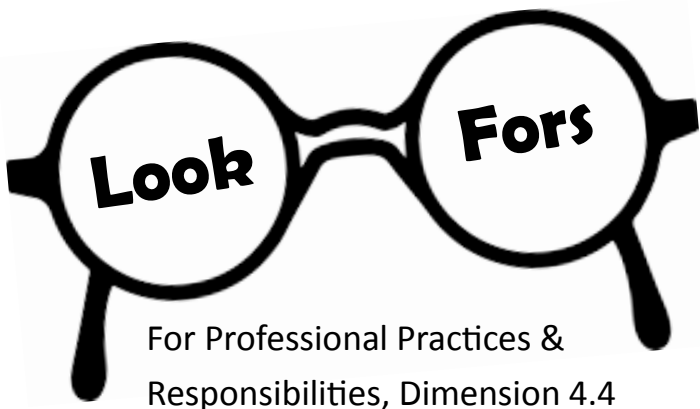- Team collaboration/PLCs
- Improvement plans

You could check . . .

- Professional development transcripts or certificates.
- Team or PLC meeting notes.
- Planning based on individual or team/PLC improvement initiatives.

Listen for . . .

- A teacher who is never satisfied but always noticing where practice could be better.
- A teacher who talks about what he/she is planning to learn next.

Look Fors

For Professional Practices & Responsibilities, Dimension 4.4

- Communication w/family
- Outreach (stakeholders)
- Mission/vision/goals

You could check . . .

- Email (IDEA: Have your teachers BCC you a predetermined number of emails that reveal their response to parents or colleagues in various settings. For example, have each teacher BCC you on two informative or "cold" emails and then two "hot" emails or those that address conflict or potential conflict.

- Efforts the teacher makes toward community involvement including communication to parents.

- Efforts the teacher makes to advance the purpose of the campus.

4.4: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.				
DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
• Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. • Systematically contacts parents/ guardians regarding students' academic and social/ emotional growth through various media. • Initiates collaborative efforts that enhance student learning and growth, and inspire trust, understanding and commitment in the school.	• Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. • Systematically contacts parents/guardians regarding students' academic and social/ emotional growth through various media. • Joins colleagues in collaborative efforts that enhance student learning and welfare and inspire trust and understanding in the school community.	• Communicates the mission, vision and goals of the school to students, colleagues, parents and families. • Contacts parents/ guardians regularly regarding students' academic and social/ emotional growth. • Actively participates in all school outreach activities.	• Communicates school goals to students, parents and families. • Contacts parents/ guardians in accordance with campus policy. • Attends most required school outreach activities.	• Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

Student-Centered Actions ←————————————————→ Teacher-Centered Actions

Prof. Practices & Responsibilities   4.3 Prof. Dev/4.4 School Comm. Involvement

Connection to the Texas Teacher Standards

TAC, Chapter 149.1001 – Purpose: The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

Six Standards from Texas Teacher Standards	Estimated T-TESS Domain Correlations
Standard 1: Instructional Planning and Delivery	Domains 1 and 2
Standard 2: Knowledge of Students and Student Learning	Domains 1 and 2
Standard 3: Content Knowledge and Expertise	Domain 2
Standard 4: Learning Environment	Domain 3
Standard 5: Data-Driven Practice	Domains 1 and 2, Domain 4 for goals
Standard 6: Professional Practices and Responsibilities	Domain 4

The T-TESS Triangle

B,M,E

- Teacher Behaviors
- Student Behaviors
- Learner Outcomes

T-TESS Skill-Dimension Crosswalk

Created and distributed by the state in February of 2016, this T-TESS Skill-Dimension Crosswalk cross-references the dimensions evaluated during pre-conferencing and observation with skills from the language of the descriptors.

Let the correlations guide goal-setting and professional development planning to improve desired aspects of instruction from T-TESS goals or other improvement plans.

	Domain 1: Planning				Domain 2: Instruction					Domain 3: Learning Environment		
	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, Routines, & Procedures	3.2 Managing Student Behavior	3.3 Classroom Culture
Alignment	X		X	X		X						
Assessments		X	X	X					X			
Verbal and Written Communication/Discussion							X					
Checks for Understanding						X	X		X			
Content Knowledge	X			X		X		X	X			
Cross-Disciplinary	X		X			X						
Data		X						X	X		X	
Differentiation	X		X	X					X			X
Gathering/Providing Feedback		X				X			X		X	X
Goal-Setting (Student)		X		X	X						X	
Instructional Groups	X	X	X	X				X				
Instructional Resources and Materials	X			X						X		
Instructional Strategies	X	X	X	X		X	X	X	X			
Lesson Pacing	X		X					X	X			
Lesson Sequencing	X			X		X			X			
Monitoring		X	X	X	X				X			
Outcomes/Mastery of the Objective	X			X	X			X		X		
Participation/Performance								X	X	X	X	
Problem Solving				X								
Questioning				X			X					
Real World Connections	X		X	X		X						X
Roles and Responsibilities				X						X		
Social-Emotional			X		X			X		X		X
Student Engagement								X	X		X	X
Student Leadership										X		
Student Misunderstandings					X	X	X					
Technology and Visual Tools	X			X				X				
Thinking/Higher Order Thinking Skills				X			X	X				

Texas Teacher Standards Connections, T-TESS Triangle, & Skill-Dimension Crosswalk

T-TESS

Goal Development Process Option 1 Sample

State an Intention to Engage in Learning	Describe an Area of Focus	Include the Relevance	Add the Actions/Activities	Estimate a Completion Date	Identify Possible Evidence of Goal Attainment
Identify the Need for the Goal	**Describe an Area of Focus**	**Include the Relevance**	**Add the Actions/Activities**	**Estimate a Completion Date**	**Identify Possible Evidence of Goal Attainment**
Rationale / *Action Verb*	*What?*	*Why?*	*How?*	*When?*	*How Will You Know?*
• Stagnate student scores • Disengaged students • Personal desire to learn new teaching strategies — I will incorporate	the use of at least three new instructional strategies into my teaching practice	to help students become independent learners, which will result in a 10% increase in all STAAR-tested areas	by using strategies found in Pathways to Understanding by Laura Lipton	June 2016	• Examine individual student work samples from lessons before and after using the new strategies to see the difference in the quality and understanding of their work. Compare students' results on the STAAR exams from last year to this year
• Lack of student initiative • Personal desire to improve communication skills and build stronger relationships with students — I will improve	my communication of goals, expectations, and directions clearly to my students	so that the purpose of each lesson is clear and students will know how to be self-directed on assignments	by using repetition and modeling the correct procedures	December 2015	• Give my students weekly surveys between September and December asking them to rate on a scale of 1-4 how well they understood the purpose of our lessons and assignments that week. Compare weekly survey results to allow me to change teaching strategies to improve student outcomes

Goal Development Process Option 2 Sample

Identify the Need for the Goal	What Do You Want to Achieve?	How Will You Know the Goal Has Been Met?	What Action(s) Will You Take? How Will You Accomplish the Goal?	Why is this Important?	When Do You Hope to Complete This?	Identify Possible Evidence of Goal Attainment
Rationale	*Specific*	*Measurable*	*Actionable*	*Relevant*	*Time-Bound*	*How Will You Know?*
• Lack of growth in students' language proficiency • Personal desire to learn new teaching strategies	I will increase my knowledge of effective strategies for working with ELL students	resulting in a 10% increase in the language proficiency of my ELL students	by working with my PLC group and incorporating three new research-based strategies into my planning, instruction, and the learning environment	to accommodate the individual language proficiency needs of my ELL students	each grading period during the 2015-16 school year	• Compare the results on the TELPAS language proficiency through my ELL students from last year to this year • Compare my lessons from last year to my lessons this year and review the new strategies that I have included
• Stagnate student scores • Off-task behavior • Personal desire to improve my ability to monitor student performance and adjust instruction accordingly	I will improve my abilities to monitor and adjust instruction	resulting in a 10% increase in the STAAR scores for all of my students	through targeted questioning techniques at varied levels of cognition, the use of wait time, and academic feedback to students	to increase time for instruction and reduce student misunderstandings	each quarter during the 2015-16 school year	Increased ability to effectively monitor and adjust instruction as measured through • Peer and administrator feedback • Student responses/cognition • Student performance data, i.e., student work samples, unit assessments, grades, and state assessments

* Adapted from Rochester City School District Suggested Goal Setting Process

It's okay to be where you are; it's not okay to stay there.

—Tim Regal, sharing an adage that has emerged as the state appraisal team has messaged T-TESS to districts.

Goal *(What do you want to achieve?)* **Dimension** *(What is/are the correlating dimension(s)?*	Actions *(How will you accomplish the goal?)*	Targeted Completion Date *(When do you anticipate your goal will be met?)*	Evidence of Goal Attainment *(How will you know your goal has been met? How will you know whether or not it has impacted instruction and student achievement?)*
Goal 1: *Dimension(s):*			
Goal 2: (optional) *Dimension(s):*			

Thoughts from the PLC room . . .

I have had the chance to work with dozens of teachers from several campuses to flesh out or clarify their first T-TESS goals. While we want S.M.A.R.T. goals, the biggest hang-up I've seen so far is demanding the measurable piece to be student performance data. The intention of the state was for a teacher to set a goal to address an area of practice that needed work based on a number of things, possibly including student performance, teacher reflection, or even appraisal data. At times, the "data" will be more evidence of effort and work.

One teacher I've worked with recently wanted to do a better job with communicating with parents, so he set a goal around Dimension 4.4, School Community Involvement. His evidence will be reports from digital tools he plans to utilize, copies of newsletters, and even a communication log. While it would be within reason to believe that these steps would improve parent and student investment in school and possibly, therefore, scores, student data is not a good indicator of his work.

I had an ambitious teacher tie her goal set around 1.2, Data and Assessment, and 1.4, Activities, with her measurable indicator being a tiered expectation of improved reading levels by the end of the year based on BOY reading levels. Student performance will be an indicator in her goal.

We are all learning this system. For the first goal a teacher writes under the new system to simply be an area where the teacher has discerned need answered with action steps and measured with evidence to prove the effort is workable. Some teachers have been doing this kind of work; others who haven't will need to practice the process of identifying a professional need and making measurable improvements. Be ready to meet teachers where they are and lead the growth.

Notes:

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My purpose for implementing T-TESS with fidelity is _____

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Region 17   Go to www.smore.com/bukqd for more on launching T-TESS.

T-TESS