

TEXAS

**Teacher Evaluation
and Support System**

**(T-TESS) Appraiser
Training Handbook**



T-TESS Educator Feedback

“Our goal next year is to begin completing announced observations earlier, so we can also complete unannounced observations. We feel we will get a truer picture of each teacher’s practices with respect to the rubric when we have the opportunity to complete the announced visit with a pre-conference and post-conference first, then later go back for an unannounced visit. While the walkthroughs provide some of that information, we feel strongly a second unannounced visit will really give us the data we desire.”

- Principal, Texarkana ISD

“If we could do it differently, we would have had the system rollout as a standing agenda item.”

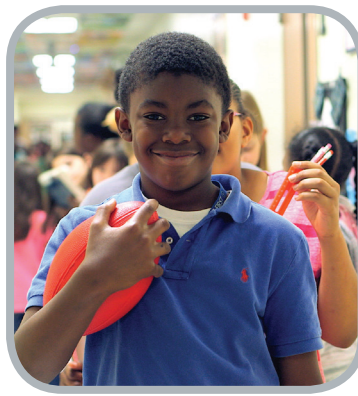
- Principal, Taft ISD

“We felt that more time needs to be spent in working and training with teachers on the planning domain. The more we got into the rubric this year, the more we realized that our teachers need a much better understanding of this domain and how to plan to meet the requirements in the other domains.”

- Principal, New Caney ISD

“The biggest thing about implementing is how it is presented. I personally went to every campus and was a ‘cheerleader’ for T-TESS. Our administrators went to training, then each administrator did the training with staff and continued the positives of the new tool.”

- Central Administration, Brownwood ISD



“We asked teachers to self-assess their lesson and we read through the descriptors in the ‘developing’ and ‘proficient’ columns of the rubric with them as we discussed the lesson. When doing that, the teachers better understood the rubric, better understood their own strengths and challenges, and were more accepting of how the lesson rated.”

- Principal, Ballinger ISD

Background

The Texas Education Agency's (TEA) approved instrument for evaluating teachers, the Professional Development and Appraisal System (PDAS), is currently used by 86 percent of LEAs in the state and has been in place since 1997. As research has routinely emphasized, the number one in-school factor for increasing student achievement is the effectiveness of the teacher, and since 2009, Texas has made significant strides to improve both the quality of its educator preparation programs and the quality of individual teacher evaluations so that teachers and administrators have more meaningful feedback on student learning and growth. In acknowledging the vital roles teachers play in student achievement, and based on feedback from the field, TEA has revisited the state's approved instrument for evaluating teachers.

Stakeholder Involvement

During the fall of 2011, the TEA created the Teacher Effectiveness Workgroup, comprised of members from the agency's Educator Initiatives department, the USDE-funded Texas Comprehensive Center, Educate Texas, (a public-private education initiative of the Communities Foundation of Texas), and the Region XIII Education Service Center. This workgroup examined literature on evaluating educator effectiveness, including different appraisal models from across the nation, to help inform the development of a new Texas system. As a key resource, the workgroup reviewed and used the National Comprehensive Center for Teacher Quality's publication, *A Practical Guide to Designing Comprehensive Teacher Evaluation Systems: A Tool to Assist in the Development of Teacher Evaluation Systems*.

During the spring of 2014, the teacher steering committee developed an evaluation system tied to the teaching standards. In the redesign of the state evaluation system, the committee focused on creating a system that would be used for continuous

professional growth, while de-stigmatizing the observation process, moving the mindset away from compliance and toward feedback and support.

The system they created will provide for actionable, timely feedback, allowing teachers to make efficient and contextual professional development choices that will lead to an improvement in their teaching. The system would include:

- A rubric with five performance levels that clearly differentiate practices. The rubric allows for immediate feedback built into the document itself. Any teacher can self-assess, and look to the practices articulated in the levels above his or her observation rate and understand which practices will elevate their performance.
- A teacher self-assessment that allows all teachers to determine their professional growth goals, build a professional development plan to attain those goals, and track the progress of their development over the course of the year based on both their assessment of their practice within their unique teaching context, as well as the feedback received during the ongoing formative and end-of-year conversations with their appraiser.
- A student growth measure at the individual teacher level that will include a value-add rate based on student growth as measured by state assessments for teachers for whom a value-add rate can be determined, or student growth based on student learning objectives, portfolios or district pre- and post-tests.
- These multiple measures, taken together, will provide a more complete narrative of teacher performance than any single measure taken by itself and will comprise an end-of-year evaluation rate based on the following weights: observation and teacher self-assessment will comprise 80% of the evaluation rate, and student growth will comprise 20% of the evaluation rate.

Recommended Process

The state recommended teacher evaluation system will encourage annual evaluations comprising multiple informal observations and walk-throughs, and at least a single formal observation. During the three-day face-to-face appraiser training on the state teacher evaluation system, participants will discuss best practices for fostering open, collaborative campus cultures where feedback and instructional growth are embedded into the school calendar, where dialogue between teachers and campus leaders allow for both groups to further develop insight into good instructional practices, and where teacher leaders play a role in informal observations and collaborative professional development. TEA will work with the 20 regional service centers to offer assistance and support to districts that lack the personnel capacity to implement their preferred evaluation process.

Qualified Appraisers

Administrators, teacher leaders, and district personnel are eligible to serve as qualified appraisers. All designated appraisers must participate in required certification training and demonstrate proficiency in the observation process by successfully completing an annual online certification test through the Teach for Texas portal.

Teacher Performance Observation Domains

When a teacher is observed according to the T-TESS rubric, he or she will be given an averaged performance rating for each observation based on the dimensions in each of the four domains:

1. Planning
2. Instruction
3. Learning Environment
4. Professional Practices and Responsibilities

In each domain, performance will be rated on a five-point scale, averaged, and assigned a single rating.

DOMAIN	WEIGHT
Planning	25%
Instruction	25%
Learning Environment	25%
Professional Practices and Responsibilities	25%

End-of-Year Evaluation Rates

Based on teacher steering committee feedback and as a means to promote the professional growth priorities of the evaluation system, rating will be displayed as an ordinal system instead of a point system. This could lead to the faulty conclusion that a difference in tenths or hundredths of points indicates that one teacher is “better” than another teacher.

Teachers will receive ordinal rates for each level of the rubric and end-of-year evaluation – for each dimension, each domain, and for each component of the overall rate. The end-of-year rate will be determined through a matrix approach and will also yield an overall ordinal rate.

As indicated in the table below, six total results (those marked by asterisks) would require additional investigation and consideration by both the evaluator and the teacher, as the divergence of the student growth rate and the observation and self-assessment results would indicate an incongruity that required further explanation.

Announced and Unannounced Classroom Observations

While only one formal observation is required, best practices would dictate that multiple formal and informal observations are recommended. Prior to announced observations, the appraiser conducts a “pre-conference” meeting with the teacher to ask pertinent background questions about the lesson plan and the students in the class in order to provide context.

After each classroom lesson observation, the teacher being observed will receive written and/or oral feedback from the individual appraiser in a “post-conference” meeting. In the post-conference, the appraiser shares an area of “reinforcement” to highlight the teacher’s strengths, as well as an area of “refinement” where the teacher has growth areas. All formal observations must include post-conference meetings within ten (10) working days but best practices would dictate that immediate feedback (within 48 hours) would be most impactful for the teacher.

STUDENT GROWTH RESULTS (20%)	OBSERVATION AND SELF-ASSESSMENT RESULTS (80%)					
		Distinguished	Accomplished	Proficient	Developing	Improvement Needed
Well Above Expectations	Distinguished	Accomplished	Proficient	Proficient*	Developing *	
Above Expectations	Distinguished	Accomplished	Proficient	Developing	Developing *	
At Expectations	Distinguished	Accomplished	Proficient	Developing	Improvement Needed	
Below Expectations	Accomplished*	Accomplished	Proficient	Developing	Improvement Needed	
Well Below Expectations	Accomplished*	Proficient*	Proficient	Developing	Improvement Needed	

* = Significant discrepancy between scores

Overview of the Four Domains of the T-TESS Rubric

The following pages will review the important elements of the Texas Teacher Evaluation and Support System (T-TESS) rubric. The details of the fourth domain, Professional Practices and Responsibilities, are flexible based on local expectations. We will provide recommended guidance for the process of collecting evidence and rating the Professional Practices and Responsibilities domain.

In the following pages, you will find the T-TESS rubric, followed by a presentation of all the dimensions for Planning, Instruction and Learning Environment.

Each dimension's descriptors will be explained with examples of how these descriptors might be implemented in a classroom. Finally, we will include suggested reflection questions for teachers to use when planning.

Four Domains of the T-TESS Rubric	
PLANNING	INSTRUCTION
<ul style="list-style-type: none"> 1. Standards and Alignment 2. Data and Assessment 3. Knowledge of Students 4. Activities 	<ul style="list-style-type: none"> 1. Achieving Expectations 2. Content Knowledge and Expertise 3. Communication 4. Differentiation 5. Monitor and Adjust
LEARNING ENVIRONMENT	PROFESSIONAL PRACTICES AND RESPONSIBILITIES
<ul style="list-style-type: none"> 1. Classroom Environment, Routines and Procedures 2. Managing Student Behavior 3. Classroom Culture 	<ul style="list-style-type: none"> 1. Professional Demeanor and Ethics 2. Goal Setting 3. Professional Development 4. School Community Involvement

Requirements vs. Recommendations based on best practices	
REQUIREMENTS	RECOMMENDATIONS
One observation	Multiple observations – formal and informal
45 minute minimum for observation	Observations should be lesson length (beginning middle and end)
No requirements for announced versus unannounced	At least one announced and one unannounced observation
Post conference within 10 business days (feedback)	Post conference within 48 hours in-person
Pre-conference is optional	Pre-conferences should take place for all announced observations

PLANNING DIMENSION 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.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- 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 aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- 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 aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - 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 aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.



Sources of Evidence:
Pre-Conference, Formal Observation, Classroom

Standards Basis: 1A, 1B, 3A, 3B, 3C

PLANNING DIMENSION 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.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- 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.
- Substantive, specific and timely 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 confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely 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 use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Instructional Planning Includes:

- 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.



PLANNING DIMENSION 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.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.

Instructional Planning Includes:

- All lessons that connect to students' prior knowledge, experiences and future learning expectations.
- Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning.
- Opportunities for students to utilize their individual learning patterns, habits and needs.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.



Sources of Evidence:
Analysis of Student Data, Pre-Conference, Formal Observation

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- 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 all 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.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.

Instructional Planning Includes:

- 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.



INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

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

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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).

The Teacher

- 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).



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.

The Teacher

- 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.



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1D, 1E, 2A, 3A, 4D

INSTRUCTION DIMENSION 2.4

Differentiation

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



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently 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.
- Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

The Teacher

- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students.

The Teacher

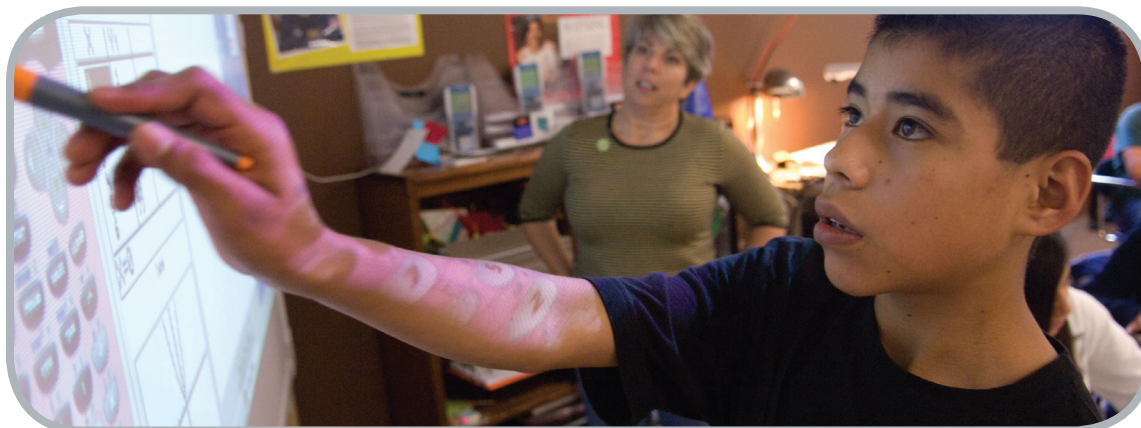
- Adapts lessons to address individual needs of all students.
- Regularly monitors the quality of student participation and performance.
- Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.
- Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

The Teacher

- Adapts lessons to address some student needs.
- Sometimes monitors the quality of student participation and performance.
- Sometimes provides differentiated instructional methods and content.
- Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs.

The Teacher

- Provides one-size-fits-all lessons without meaningful differentiation.
- Rarely monitors the quality of student participation and performance.
- Rarely provides differentiated instructional methods and content.
- Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS

The Teacher

- 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.

The Teacher

- 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.

The Teacher

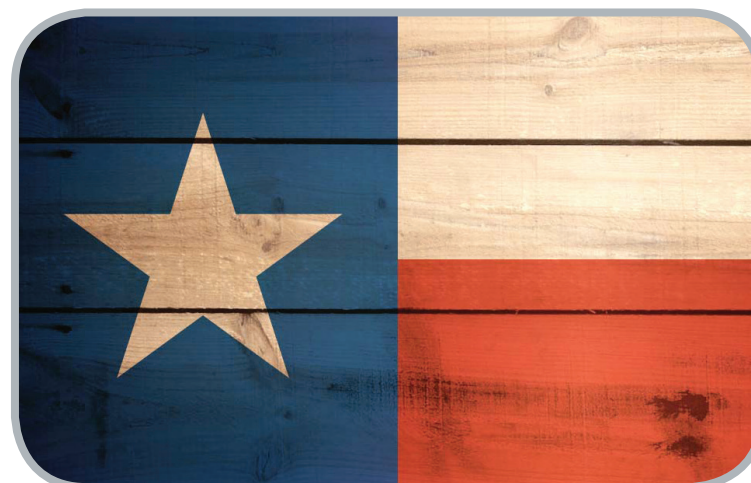
- Consistently invites input from students in order to monitor and adjust instruction and activities.
- Adjusts instruction and activities to maintain student engagement.
- Monitors student behavior and responses for engagement and understanding.

The Teacher

- 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.

The Teacher

- 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.



Sources of Evidence:
Pre-Conference, Formal Observation

Standards Basis: Monitor and Adjust 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Establishes and uses effective routines, transitions and procedures that 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.



Sources of Evidence:
Formal Observation, Pre-Classroom

Standards Basis: 1D, 4A, 4B, 4C, 4D

LEARNING ENVIRONMENT DIMENSION 3.2

Managing Student Behavior

The teacher establishes, communicates and maintains clear expectations for student behavior.

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- 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.



Sources of Evidence:
Formal Observation, Classroom, Pre-Conference

Standards Basis: 4A, 4B, 4C, 4D

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- 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.



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

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



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- 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) across the campus and district for educators and students.
- Advocates 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.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.
- Advocates for the needs of all students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 6B, 6C, 6D

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- 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.



Sources of Evidence: Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

Standards Basis: 5D, 6A, 6B

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.



Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- 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, committee, grade- or subject-level team meetings as directed.

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.



PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

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

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Initiates collaborative efforts that enhance student learning and growth.
- 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 methods.
- Joins colleagues in collaborative efforts that enhance student learning and welfare.
- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities
- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.



RUBRIC WORD BANK

with example qualifiers that are interchangeably used:



DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

Planning Instruction

One of the main ingredients of a successful lesson is a well-developed lesson plan. When planning, teachers should begin by identifying the student learning outcomes: exactly what the student is expected to learn and the evidence of mastery. The instructional plan is a tool to guide instruction and focus the lesson. When instructional plans are sequenced from basic to complex, and build upon prior knowledge and deepen understanding, learning is relevant, organized and comprehensible. The goal is to develop a quality lesson plan with rigor that promotes learning for all students.

Time spent developing strong lesson plans yields many benefits. Lesson plans contribute to better-managed classrooms and more effective and efficient learning experiences for students. Individual schools can reach consensus on critical elements that should be included in each teacher's lesson plan. This should be determined at the school level based on individual school needs. There is no formal or recommended lesson plan template. Local schools and districts will determine what the lesson plan requirements are for the Planning domain rating process.

How is Evidence Collected for Designing and Planning Instruction?

Evidence is collected for this domain before, during, and even after an observation has been conducted. It is critical for evidence to be collected in this comprehensive manner in order to give teachers a clear picture of how to effectively design and plan for instruction. Some appraisers have the misconception that the lesson plan and the pre-conference (if applicable) are the only places to gather evidence. Again, to truly observe how teachers plan for instruction, evidence must be also gathered before, during, and even following an observation.

Before the Lesson

The lesson plan is used by the appraiser to gather information about what the teacher has planned to accomplish in the lesson being observed. If the observation is announced, the lesson plan is used to guide the planning of the pre-conference. This is done so that the appraiser can identify the questions that need to be asked to gain clarity about what is happening in the lesson, as well as possible places within the lesson where the teacher may need to reflect upon the way he/she is planning to teach the lesson concepts and skills. After all, the pre-conference is not a "gotcha," but rather an opportunity to help teachers become more reflective practitioners. It allows the teacher an opportunity to mentally rehearse the lesson that he/she is planning to teach. The pre-conference should be scheduled before the announced observation of the lesson. If a lesson is unannounced, then the pre-conference could be scheduled over the course of an observation window if a window is given for the unannounced observation.

The goal is for teachers to become more reflective practitioners. Reflecting on the lessons that will be taught (lesson plan and pre-conference) and reflecting on the lessons that have already been taught (post-conference) will ultimately strengthen the quality of teaching that educators provide to students on a daily basis.

The evidence that is gleaned from reviewing the lesson plan and from the pre-conference is used to support the dimensions/descriptors from the Planning domain. When reviewing lesson plans to identify the questions that may need to be asked in a pre-conference, the following guiding questions may be helpful to appraisers to assist them in framing the questions they will ask.

- What should the students know and be able to do by the end of the lesson?
- What will the teacher and 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 note that even after reviewing the lesson plan extensively and conducting the pre-conference on an announced lesson, appraisers are not yet able to rate the lesson appropriately, as evidence for this domain should also be gathered during the lesson in order to determine if the teacher has effectively executed their lesson plan.

It is important to note that even after reviewing the lesson plan extensively and conducting the pre-conference on an announced lesson, appraisers are not yet able to rate the lesson appropriately, as evidence for this domain should also be gathered during the lesson in order to determine if the teacher has effectively executed their lesson plan.

During the Lesson

If appraisers consider rating only the lesson plan itself and do not look for the effectiveness of planning within the lesson, the results will typically not improve instruction through more effective planning practices. Rather, this practice will result in teachers writing very extensive lesson plans that are disconnected from what actually transpires in the lesson and thus do not positively impact instructional practice or student achievement.

The purpose of planning for lessons is so that lessons are designed to maximize learning when instruction is delivered. Evidence of effective planning should be gathered by the appraiser during the lesson and then be used to rate the dimensions and descriptors from the Planning domain. Appraisers should see that planning was effective as evidenced by the instruction that is ultimately provided. Appraisers must always ask themselves, “Was the teacher’s planning at the level it needed to be in order to support the students’ mastery of the learning objective in the lesson itself?”

After the Lesson

Following the lesson, appraisers may still need additional evidence for some of the dimensions/descriptors in the Planning domain. For example, appraisers need to examine the student work produced within the lesson and, perhaps, may need clarity as to how the student work will be assessed by the teacher to assess student progress and determine next steps for instruction. This may be especially important for unannounced observations that do not include a pre-conference.

Protocols should be established by the school or district to guide the process for collecting evidence following the lesson. This is so that all appraisers on the team (if applicable) are on the same page. Typically, teachers appreciate the fact that appraisers want to give them the best possible snapshot of their teaching and welcome the questions that may need to be asked. Once evidence has been gathered, appraisers can then assign rates.

PLANNING

Explanation of the T-TESS Rubric

This section includes resources and information on the four dimensions of the Planning domain:

Planning effective lessons aligned to the standards is dependent upon the teacher's ability to create and communicate clearly defined learning outcomes or objectives appropriate for the students. A teacher must have access to the necessary resources with which to familiarize themselves, in order to effectively utilize the state content standards. In many ways this dimension is the foundation for all other dimensions, because if the teacher is not clear about what he or she wants students to know and be able to do as a result of the lesson, the balance of the lesson cannot be properly developed or implemented.

PLANNING
<ol style="list-style-type: none">1. Standards and Alignment2. Data and Assessment3. Knowledge of Students4. Activities

	DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:
STANDARDS AND ALIGNMENT	<ul style="list-style-type: none">• All rigorous and measurable goals aligned to state content standards.• All activities, materials and assessments that:<ul style="list-style-type: none">◦ 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.• Integration of technology to enhance mastery of goal(s). <p>MOVES TO STUDENT-CENTERED ACTIONS</p>

STANDARDS AND ALIGNMENT

The teacher must ensure that he or she establishes rigorous and measurable goals aligned to state content standards for all lessons. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place.

For this to occur, a teacher must first clearly define the learning objective for the lesson and then maintain the focus of the lesson on this objective, which may require teachers to redirect students' comments. The sequencing of the lesson relates to the sub-objectives that are taught within a lesson. Sub-objectives should be taught or reviewed in an appropriate sequence for the grade level and ability of the students. The segmenting of the lesson relates to the pacing of the lesson. An effective teacher will provide sufficient time for the introduction of the lesson, the instruction within the lesson, the student activities, and closure. Although these may be embedded within each other during a given lesson, the segmenting of the lesson allows sufficient time for each to take place so that students can have opportunities to master the learning objective.

It is also important for teachers to assist students in making correlations between how one content area connects to, and reinforces concepts from, other disciplines. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on the math vocabulary that students are learning. In literature classes, connections may be made for what is being read and a historical time period students may be studying in social studies. It is important to make such connections to other disciplines significant and meaningful to students. The descriptors under this dimension directly connect to the Instruction domain.

Differentiated instruction methods that are demanding for every student and create opportunities for all students to experience success can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student,

he/she is also able to develop and/or select activities and materials that are challenging.

This dimension addresses the variety and appropriateness of activities and materials that a teacher chooses to implement during a lesson. By using a variety of materials and activities, teachers are able to address various learning styles and intelligences. Therefore, the criteria used by teachers in choosing materials and activities should be those that clearly support the lesson objectives and are related to the needs of the students. Therefore, this dimension is closely related to Differentiation, Activities and Knowledge of Students. In order to plan appropriate activities and materials, a teacher must have knowledge of the needs and interests of the students.

A teacher must be able to create a safe learning environment in which students' efforts are reinforced and valued in order for students to experience success. For a teacher to optimize instructional time, he/she must be able to implement lessons that include appropriate lesson structure and pacing for students who progress at different learning rates.

Example 1:

The teacher says: "Our goal is to be able to draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- nonfiction works
- short stories/novels
- five-act plays
- poetry/epics
- film/visual texts

Today, we will focus on drawing conclusions in writing using a poem, "The Sparrow." Based on yesterday's lesson, what might this entail? How might we accomplish this objective? As you draw conclusions, how will you defend your thinking?"

This example demonstrates how the teacher plans questions for students to ensure their understanding of the objective and the focus for the lesson.

The teacher will reference the objective and overarching goal or standard throughout the lesson by using questioning to bring students into the process.

Example 2:

A teacher may model his/her thought process as he/she makes a connection to a specific topic and then leads students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. For example, students learning measurement may calculate the amount of carpet or paint needed to redecorate their room.

Students learning about the Great Depression may research how policies from Roosevelt's New Deal continue to affect them today.

Suggested Coaching Questions: Standards and Alignment

- How do you decide on the standards/objectives you will teach?
- How do you decide on the method you will use to communicate the standards/objectives to students?
- Why is it important to display the standard/objective for a lesson?
- How do you design activities, materials and assessments that are logically sequenced?
- How do your activities, materials and assessments integrate and reinforce concepts from other disciplines?
- Why is it important to reference that display throughout the lesson?
- How do you communicate your expectations to the students?
- How do you know that your lesson goals are measurable?
- How will you obtain evidence that most students have demonstrated mastery of the objective?

Additional Resources

Applebee, A. N., Adler, M., & Flihan, S. (2007). Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction.

American Educational Research Journal, 44(4), 1002–1039.

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation and academic achievement. *Annual Review of Psychology*, 57, 487–503.

Seidel, T., Rimmele, R., & Prenzel, M. (2005). Clarity and coherence of lesson goals as a scaffold for student learning. *Learning and Instruction*, 15(6), 539–556.



Data and Assessment

Effective assessment is a fundamental part of instruction and learning. The goal of this section is to provide information and examples to help expand knowledge of data and assessment. An effective assessment plan answers the questions, “What do I want my students to be able to do as a result of my teaching?” and, “How do I know the students learned what I taught?” When these questions are asked and answered regularly, the teacher can effectively plan, diagnose and intervene on a continual basis to raise student achievement.

This dimension focuses on how teachers respond to students’ comments and questions. The descriptors address the quality of the feedback in supporting student learning, as opposed to feedback that informs students only of the accurateness of their responses.

Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Feedback Descriptor

The second descriptor describes providing feedback to students, parents and school personnel. The checklist below provides information that helps teachers develop the ability to provide high-quality feedback. There are many instructional leaders who feel that a classroom observer should be able to “guess” what the objective for the lesson is by simply listening to a teacher’s feedback during a lesson. Such precision must be developed using the criteria below.

Checklist for Determining Quality of Feedback

- Feedback relates to the lesson objective or sub-objective.
- Feedback causes students to think.
- Feedback is specific.
- Feedback is timely.
- Feedback is varied to meet the unique needs of the students and classroom.

DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:

- 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.
- Substantive, specific and timely 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 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.

MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

Lesson Objective: Students will analyze informational text to identify cause-and-effect relationships.

Assessment: Using a social studies text, students analyze a given passage for examples of cause and effect. Students must justify how and why the examples chosen are cause-and-effect relationships.

Example 2:

There is a clearly defined rubric developed prior to the assignment being given. These criteria could be established by the teacher with student support. Therefore, students would understand the difference between rating a one or five in a particular category of the rubric prior to beginning the assignment.

Example 3:

When assessing students' understanding of the Revolutionary War, the teacher offers students a choice of mastery representation.

Choice 1: Song or Poem

Create a song or poem about a specific person significant to the Revolutionary War. You can use modern music as your background. Record it as a podcast to share on our website. You will also need to turn in a copy of the lyrics or poem.

Choice 2: Oral History/Costume

Become a part of the Revolution. Choose a person to share with your classmates. Come to school dressed as your person of choice. Talk in their manner, explain why they are significant or tell their stories.

Example 4:

Choose to represent the Patriots or the Loyalists. Research the beliefs and causes of your party choice. Write a speech persuading a group either to join your cause or to protest the Revolution. State your solutions to the obstacles your party faces. Deliver your speech in front of the class or record it using a voice recorder. You will need to turn in a copy of the speech. Oral presentation and the written speech will be evaluated based on the rubric created in class.

Example 5:

Examples of performance checks may include:

- Running Records
- Daily Quick Checks of Sub-Objective
- Pre/Post Assessments
- Quick Writes
- Journaling

Suggested Coaching Questions: Data and Assessment

- How was the criteria used in developing or selecting the assessment(s)?
- How did you decide on the types of assessments needed to evaluate student learning?
- How did the assessment(s) used accommodate the needs and interests of individual students?
- How will the results of the assessment(s) be used to impact future instruction?
- How will you determine the type of feedback to provide to students?
- How were the criteria for rating student work communicated and modeled to students?
- Why is it important to clearly communicate the criteria for student work to students prior to their completion of the assignment?
- Why is it important to model expectations for performance as well as communicate expectations to students?
- How were the criteria for student work aligned to the standards and high-stakes test? Why is it important that they are aligned?

Additional Resources

Black, P., Haxrison, C., Lee, C., Marshall, B., Wiliam, D. "Working inside the black box: Assessment for learning in the classroom." Phi Delta Kappan, Vol, 86, 2004. Available at the following link: http://datause.cse.ucla.edu/DOCS/pb_wor_2004.pdf



Knowledge of Students

This dimension focuses on a teacher's ability to organize and present the content in a manner that motivates students to learn. For a teacher to be able to develop these types of learning experiences, a teacher must have an in-depth knowledge of the students he/she teaches. Therefore, this dimension connects strongly to Knowledge of Students, Standards and Alignment, and Content Knowledge and Expertise.

For content to be personally meaningful to students, there must be a clearly communicated purpose for student learning. This descriptor shows a clear link between Achieving Expectations and Standards and Alignment. Students also need to understand why the content or skill being taught in a lesson is important for them to master and how their mastery of this will impact their own lives. Lessons that allow students to apply their strengths, background knowledge, life experiences and skills enhance the lesson content and motivation for students to learn.

Lessons that value inquiry, curiosity and exploration provide opportunities for students to generate questions and conduct their own research or explore to locate the answers. Finally, when students have opportunities to generate their own questions about a given topic and individualize their learning habits, their motivation to learn is usually increased as the learning becomes student directed, rather than teacher directed.

KNOWLEDGE OF STUDENTS	DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:
	<ul style="list-style-type: none">• All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas.• Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.• Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. <p>MOVES TO STUDENT-CENTERED ACTIONS</p>

Example 1:

A teacher presents a lesson on immigration during the 1860s. She brings in current newspaper articles on immigrants and refugees moving to the United States. Students also interview individuals who have immigrated to the United States.

These activities make the content studied relevant to the students' lives and personally meaningful. Students also have the opportunity to develop their own questions to ask during the interviews, which provide experiences that value inquiry. This example also provides a real-world application of immigration.

Example 2:

A lesson begins with students looking at a visual and generating a list of topics that may be the focus for the new unit of study. Once the class has identified the new learning (example: poverty-stricken nations), they develop a list of questions that will be addressed as the unit of study progresses. To promote ownership, students will put their initials next to the questions they developed. Questions are charted and as the unit of study progresses, connections are made to the student-generated questions.

Example 3:

A teacher presents a lesson on measurement. Students design a new school cafeteria applying the measurement skills taught. An architect speaks to the students and explains how measurement is used in his profession.

Example 4:

The teacher is introducing two-digit multiplication set in simple word problems. The lesson begins with the teacher posing the question, "What is the meaning of multiplication?"

Students record their thoughts on dry-erase boards. The teacher calls "show me" and all students hold up their boards. Responses are discussed before moving into the lesson.

Before presenting the lesson, the teacher puts this problem on the board: 6×34 . The teacher then asks the students, "What would you do to solve this problem?" Knowing that students struggle with this concept, the teacher opened the lesson with the questions above to assess understanding as well as provide opportunities for students to experience various methods of addressing the problem.

Students are given time to work through the problem with their shoulder partner, recording the work on a dry-erase board. Each pair shares their work with the other pair in the team (small group) and the team decides on one method of working the problem to present to the class. (Teams are formed, mixed by ability to maximize peer support and/or mastery.)

The teacher chooses one student from each team to present their method of solving the problem. Based on student need, the teacher uses manipulatives and builds models (cubes/base 10 strips, drawings) to show the process of multiplication visually. Students are provided problems set in real-life scenarios for continued guided and independent practice. These problems are solved using the manipulatives and talking through the process with a partner. Students complete two or three problems independently, knowing that the manipulatives are available if needed.

Suggested Coaching Questions: Knowledge of Students

- How do you identify the learning styles of your students and incorporate these into your lessons?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you provide differentiated instructional methods within your lessons?
- How do you organize the content of a lesson so that it is meaningful and relevant to the students?
- How do you develop learning experiences that provide opportunities for students to ask questions and explore?
- How do you reinforce and reward the efforts of all students?
- Why is it important for students to have opportunities to develop their own questions and explore for the answers?
- How do you provide opportunities for students to utilize their individual learning patterns, habits and needs?
- How does student motivation impact student achievement?

Additional Resources

Costa, Arthur L., & Kallick, Bena (Eds.). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2009.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–179.

McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory into Practice*, 44(3), 234–244.

Activities

The Activities dimension addresses opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application. Questioning is an art form that reveals a great deal about a teacher's effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers should lead students in responding to questions. In this way students will be empowered to generate questions of their own since they have observed a high quality model from their teacher.

This dimension addresses the variety and appropriateness of activities and materials that a teacher chooses to implement during a lesson. By using a variety of materials and activities, teachers are able to address various learning styles and intelligences. Therefore, the criteria used by teachers in choosing materials and activities should be those that clearly support the lesson objectives and are related to the needs of the students. Therefore, this dimension is closely related to Standards and Alignment, Knowledge of Students and Differentiation. In order to plan appropriate

activities and materials, a teacher must have knowledge of the needs and interests of the students. A teacher may incorporate a variety of activities and materials within a lesson, but if their use is not purposeful in supporting students in meeting the learning objective, then the purpose for their use may not be clear or appropriate. As a teacher develops activities and materials that are challenging, it is important that they are challenging for all students as opposed to just a few. Therefore this descriptor relates closely to Knowledge of Students.

The descriptors under this dimension directly connect to the Instruction domain. For a teacher to include the descriptors under Activities, he/she must have knowledge of the students he/she is teaching. Differentiated instruction methods that are demanding for every student and create opportunities for all students to experience success can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student, he/she is also able to develop and/or select activities and materials that are challenging.

ACTIVITIES	DISTINGUISHED INSTRUCTIONAL PLANNING INCLUDES:
	<ul style="list-style-type: none">• 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.
	MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

It may benefit teachers trying to include these descriptors in a lesson to write students' names on Popsicle sticks or strips of paper and pull a name to respond to questions asked.

Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised. Teachers may also have students respond to a partner before answering a question aloud for the whole class. This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else. When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 2: The Ability for Students to Set Goals, Reflect On, Evaluate and Hold Each Other Accountable within Instructional Groups

During an observation, a teacher placed students into learning groups. Each group was expected to illustrate the results of the experiment and present recorded data. She assigned four roles to groups of four students. The roles of "time manager" and "encourager" had no relevant responsibilities, nor were they held accountable for the content. When she walked around, about half the students were not engaged in the activity.

As the teacher, a question to consider when planning grouping activities could have been: Can a student hide? In other words, the purpose of grouping within a lesson is to provide opportunities for students to process the content. If grouping activities/structures are not set up so that all students are held accountable for the content, how will mastery of the objective be accomplished? Roles and responsibilities are not to be confused with "jobs."

Jobs in a classroom are important, but are more of a procedural routine than opportunities for providing equal time for every student to process the content being taught and for every student to be held accountable for the task assigned. Materials Manager, Encourager, Recorder, and Time Keeper are jobs that ensure that procedures are in place. The next time this teacher tried grouping, she looked at the learning objective for the lesson, identified all of the components needed for successful mastery and developed the group roles based on these components. By focusing on the learning objective, she was able to develop meaningful roles and divide the "work load" evenly. In addition, the teacher modeled the expectations for each role and provided a visual identifying the responsibilities for each individual role. There are four members in each group and the following structure guided the roles and responsibilities, assuring that all students are accountable for the content.

Students were numbered 1, 2, 3, 4 and then the experiment was divided into steps or pieces. Student Number 1 thinks aloud to complete the first piece and records the data. At this point, the group may take about 1 to 2 minutes to share reflection/thoughts, with each student sharing about the same amount of time (Number 2 shares, then Number 3 and finally 4). Moving on to the next step, Number 2 takes the lead, thinking aloud and recording the information. Again, the group will reflect on what was done, each sharing about the same amount of time. This process continues until all of the experiment is complete. What occurs is that each student plays an equal role in getting the experiment complete and all are held accountable for the content. This time when the teacher circulated among the groups she noted full participation.

Questions to Ask when Designing Student Group and Individual Accountability

- What outcome do I expect students to accomplish by the end of each group session?
- How will I provide quality feedback on progress? By group? By individual?
- How will I record this information in a grade book and/or student record?
- Is this work expectation appropriate for small groups? Whole group? Individual?
- Are all students held accountable for the work or can a student “hide”?
- How will I ensure equal participation and accountability for all students?

Example 3: Group Work Expectations/ Groups and Individuals are Held Accountable

A teacher implemented group learning using centers in her classroom. She often did this, but complained about the noise. When her classroom was observed, it was evident how she could increase proficiency. Children moved from one center to another when the bell rang. There was no expectation for what the students were to accomplish at the centers. At once, she realized how important it was to have clear expectations and accountability for what students did in groups independently. By answering the questions above, she was able to construct reasonable outcomes for each center. She also provided feedback on student performance. A chart was also placed at each center. This chart provided ongoing feedback to students about what they needed to accomplish. The teacher was also able to provide valuable information to the parents.



Example 4: Instructional Groups Facilitate Opportunities For Students To Set Goals, Reflect On and Evaluate Their Learning

Before conducting an experiment, students are asked to individually develop a hypothesis, then, as a team, determine which hypothesis will help guide the experiment. Students will also work to set a goal or end result for their hypothesis. This will be done by using a structure where Number 1 suggests an outcome and all team members write it down, Number 2 suggests an outcome and all team members write it down, etc. This continues until the teacher sees that all groups have four to five thoughts written down. At the end of the lesson, the students will reflect on/review their hypothesis and outcomes to determine next steps. This will be done individually, and then reviewed as a team with students taking turns presenting their reflection to the group. The group may choose one reflection and plan for "next steps" from the team to present to the class. There must be a rationale for why students are grouped together. There are a variety of grouping patterns, including:

- Whole group (common when a new concept, skill or theme is introduced)
- Heterogeneously grouped by ability (common when students are processing or practicing content for mastery)

In this structure, the group is balanced as much as possible, having a high student, a middle-high student, a middle-low student and a low student. It is also important to consider discipline, special needs, ethnicity, gender and communication skills when forming groups.

Due to the thought that goes into this process, these students may stay together for a period of time (for example, five to seven weeks) before new teams are formed.

- Homogeneously grouped by ability (common when pulling together a small group to work on a specific skill in which students have demonstrated a weakness, or bringing together higher-level students who need to be challenged)
- By demographic balance
- By interest
- By ability to focus
- By ability to communicate
- By language acquisition levels

Regardless of how the grouping arrangements are developed, the grouping should maximize the learning for all students.

The ability of a teacher to group students in this manner is directly connected to his/her knowledge of the students and their individual needs, interests and abilities.



Example 5: Designing a Variety of Activities

A teacher assessed students and realized that they were experiencing difficulty in making inferences. Not only was this a critical reading comprehension skill, but it was also a skill tested on the standardized test. Her objective was: “By the end of this lesson, you will be able to identify details in text and use your own experiences to develop an appropriate inference.” Next, she looked at the descriptors related to content when she began to design her lesson. She designed her lesson with several activities:

- Students were to work in pairs to identify details from the text that connected to the inference question asked.
- Each student would think of an experience or prior knowledge they had that connected to the text and then pair/share this with a partner.
- Each student would complete a graphic organizer with this information.
- Each student would write the inference and include a reflection on how the process had been supportive in making an appropriate inference.

After the activities were designed, the teacher used select descriptors to be certain that students were involved in the referenced activities:

Support: The activities supported the objective for students to make an inference.

Thinking: She determined that when students are asked to infer, they are thinking at a higher level. Questions she was sure to ask were: “How did you develop your inference? Why was it appropriate?”

Reflection: There was time for reflection in the lesson when the students were told to reflect on how the process had supported them.

Relevant: By using their own experiences and/or background knowledge, the lesson became relevant to the students since they had opportunities to make connections to the text.

Interaction: Students also had opportunities for student-to-student interaction when they paired/shared.

Curiosity: Student curiosity and suspense would be provided as students would continue reading text or conducting research to learn if their inference was correct.

Choices: Students were provided choices for the connections they would make to the text and the supporting details they would identify that connected to the inference question.

Suggested Coaching Questions: Activities

- How do you decide on the types of resources you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?
- Why is it important to provide opportunities for students to interact with other students during a lesson?
- How do you provide students the ability to set goals, reflect on, evaluate and hold each other accountable within instructional groups?
- How do you structure your groups to meet the needs of all students?

- How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application?
- Why is it important to plan activities that are challenging for students?
- Why is it important for students to reflect during the lesson?

Additional Resources

Costa, Arthur L., & Kallick, Bena (Eds.). *Habits of Mind Across the Curriculum: Practical and Creative Strategies for Teachers*. Alexandria, VA: Association for Supervision and Curriculum Development, 2009.

Hidi, S., & Harackiewicz, J. M. (2000). Motivating the academically unmotivated: A critical issue for the 21st century. *Review of Educational Research*, 70(2), 151–179.



INSTRUCTION

Explanation of the T-TESS Rubric

This section includes resources and information on the five dimensions of the Instruction domain:

The ability to model the use of new information and the teacher's expectations for student performance is one of the most important aspects of this dimension. Effective modeling is not merely explaining or telling students about the strategy or new learning, or about how to do it. Modeling requires thoughtful planning and the inclusion of a think-aloud that will give students the experience of the strategy so that they can better understand the thought process behind each step of the new learning.

The first tier of the model is showing students what the strategy would look like from a student's perspective and presenting the strategy as if the teacher is a student doing the strategy. The second tier of the model is the teacher's thought process (metacognition) as he/she goes through the strategy.

During this think-aloud or metacognition, the teacher is asking critical questions of students about why certain steps or critical pieces are being included and why they are important to include. By explaining the strategy and questioning students about their understanding of it, teachers can best anticipate and meet the needs of their students. In this way the students will truly understand how to achieve the expectations of the lesson and demonstrate mastery.

INSTRUCTION

1. Achieving Expectations
2. Content Knowledge and Expertise
3. Communication
4. Differentiation
5. Monitor and Adjust

ACHIEVING EXPECTATIONS

THE TEACHER:

- 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.

MOVES TO STUDENT-CENTERED ACTIONS

ACHIEVING EXPECTATIONS

An effective teacher must be able to model desired outcomes. In order to model effectively, the teacher must be able to do the following:

- Know exactly what the expected outcome is
- Identify the critical elements of the desired outcome
- Create clearly defined steps so learners can achieve the desired outcome
- Provide examples for how the completed project/assignment should look

For a teacher to include the descriptors under Achieving Expectations, he/she must have knowledge of the students he/she is teaching. Differentiated instruction methods that are demanding for every student – and create opportunities for all students to experience success – can be implemented only when a teacher's knowledge of students is developed and utilized during instruction. When a teacher sets high and demanding expectations for every student, he/she is also able to develop and/or select activities and materials that are challenging.

When a teacher regularly reinforces and rewards efforts, students will be encouraged to learn from their mistakes and take risks which will enable them to self-monitor and, eventually, self-correct mistakes. A teacher must be able to create a safe learning environment in which student's efforts are reinforced and valued in order for students to experience success. For a teacher to optimize instructional time, he/she must be able to implement lessons that include appropriate lesson structure and pacing for students who progress at different learning rates.

The second descriptor is perhaps the most important one of all. No matter what teachers do or do not do, if students do not learn the information, then it is a waste of time and effort. Teachers must focus on what students have learned as opposed to what they themselves have taught. Effective teachers plan

formative assessments (verbal and/or written) that enable them to check for student mastery of the material taught and make modifications to their future lesson plans to meet the needs still evident in the student work.

In an effort to check for mastery in a given lesson, it is critical to plan so that mastery is possible. In other words, planning so that the objective is attainable in one lesson ensures that instruction is a scaffold for students. For multi-day assignments, there should still be a clear way to assess whether or not students showed mastery for each day's work. While the overall unit objective is still the overarching goal for the lesson(s), the teacher needs to have a way to assess student understanding on a consistent basis. This can be done through backward planning from the overall "unit" goal to the sub-objectives that need to be achieved in order to master the final goal.

Example 1:

The teacher says: "Today we are going to write a paragraph about a character in the story we just read. First, you will complete this graphic organizer. It will provide guidance in describing your character effectively. Next, you can write the paragraph. Use this paragraph checklist when you do your final edit."

This objective is very complex. It requires the student's ability to do many things other than the main objective of writing a paragraph. To what degree the sub-objectives must be taught may vary. As one might expect, there are times when what appeared to be a sub-objective becomes the lesson's objective based on the students' needs. Here are a few of the identifiable sub-objectives for this objective:

- To apply a paragraph format (prior learning)
- To be able to apply the pre-writing graphic organizer (sub-skill)
- To be able to identify the characteristics of characters from a text (sub-skill)
- To be able to access each item on the checklist (process)

Example 2:

The teacher says: “Our goal is to be able draw conclusions and make inferences in oral and written responses about ideas and information in texts, including:

- nonfiction works
- short stories/novels
- five-act plays
- poetry/epics
- film/visual texts

Today, we will focus on drawing conclusions in writing, using a poem, “The Sparrow.” Based on yesterday’s lesson, what might this entail? How might we accomplish this objective? As you draw conclusions, how will you defend your thinking?”

This example demonstrates how the teacher plans questions for students to ensure their understanding of the objective and the focus for the lesson. The teacher will reference the objective and overarching goal or standard throughout the lesson, using questioning to bring students into the process.

Example 3:

A teacher may model his/her thought process as he/she makes a connection to a specific topic and then leads students to do this through questioning. It may also be accomplished through group projects based on real-life scenarios. For example, students learning measurement may calculate the amount of carpet or paint needed to redecorate their room.

Students learning about the Great Depression may research how policies from Roosevelt’s New Deal continue to affect them today.

It is also important for teachers to lead students to make connections for how what they learn in one content area connects to another content area. For example, when measuring or creating graphs in science, a teacher may make connections to math with an emphasis on the math vocabulary students are learning.

In literature classes, connections may be made for what is being read and a historical time period students may be studying in social studies. It is important to make such connections significant and meaningful to students.

Example 4:

When modeling the expectations for the assignment in the example above, the teacher clearly explained the order in which the students would need to complete the steps required for the assignment. First, they would need to select two important characters, with criteria for how to select these. Then students would need to identify specific characteristics of these characters that would be incorporated into their illustrations. The explanation would continue through each step. To support visual learners, the teacher may display a written list of the steps on the board or chart paper.

Example 5:

A teacher explained to the students that the learning objective was for them to be able to identify the physical characteristics of two characters from a novel and compare and contrast their characteristics. She told the students they would be expected to create an illustration of two characters from a novel the class was reading and then complete a Venn diagram to compare their characteristics. She chose two different characters to model her expectations and the thought process she went through in deciding how to draw the characters. She explained various ways the students could approach the project and provided clear criteria through the use of a rubric for how the finished project would be evaluated. She led the students to apply the rubric to her work as an additional way to ensure they understood her expectations for their work. She then modeled how she took the characteristics of the two drawings and used a Venn diagram to organize the similarities and differences in the drawings. Students were able to clearly understand the expected outcome for the lesson and the expectations for their work.

Suggested Coaching Questions: Achieving Expectations

- How do you decide on the types of resources you will use during a lesson?
- How do you decide on the types of activities you will use during a lesson?
- How do you develop activities that are aligned to the learning objective?
- Why is it important to provide opportunities for students to interact with other students during a lesson?
- How do you provide students the ability to set goals, reflect on, evaluate and hold each other accountable within instructional groups?
- How do you structure your groups to meet the needs of all students?
- How do you provide opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application?
- Why is it important to plan activities that are challenging for students?
- Why is it important for students to reflect during the lesson?

Additional Resources

Applebee, A. N., Adler, M., & Flihan, S. (2007). *Interdisciplinary Curricula in Middle and High School Classrooms: Case Studies of Approaches to Curriculum and Instruction*.

American Educational Research Journal, 44(4), 1002–1039.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

Fisher, D., & Frey, N. (2011). *The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind*. Alexandria: ASCD.

McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory into Practice*, 44(3), 234–244.

Meece, J. L., Anderman, E. M., & Anderman, L. H. (2006). Classroom goal structure, student motivation and academic achievement. *Annual Review of Psychology*, 57, 487–503.

Seidel, T., Rimmele, R., & Prenzel, M. (2005). Clarity and coherence of lesson goals as a scaffold for student learning. *Learning and Instruction*, 15(6), 539–556.

Content Knowledge and Expertise

This dimension addresses the teacher’s knowledge of the content he/she is teaching, as well as their ability to implement strategies to support student learning. Also addressed in this dimension is the teacher’s ability to connect the content being taught to other ideas and concepts.

By leading students to connect to these other ideas and concepts, a teacher provides evidence of his/her knowledge of the content being taught and ability to utilize a variety of subject-specific instructional strategies to teach the content. Students are involved in this process. Teachers may make connections while teaching, but the content becomes more internalized when students are able to take the concept and connect it to other powerful ideas, making it meaningful and purposeful.

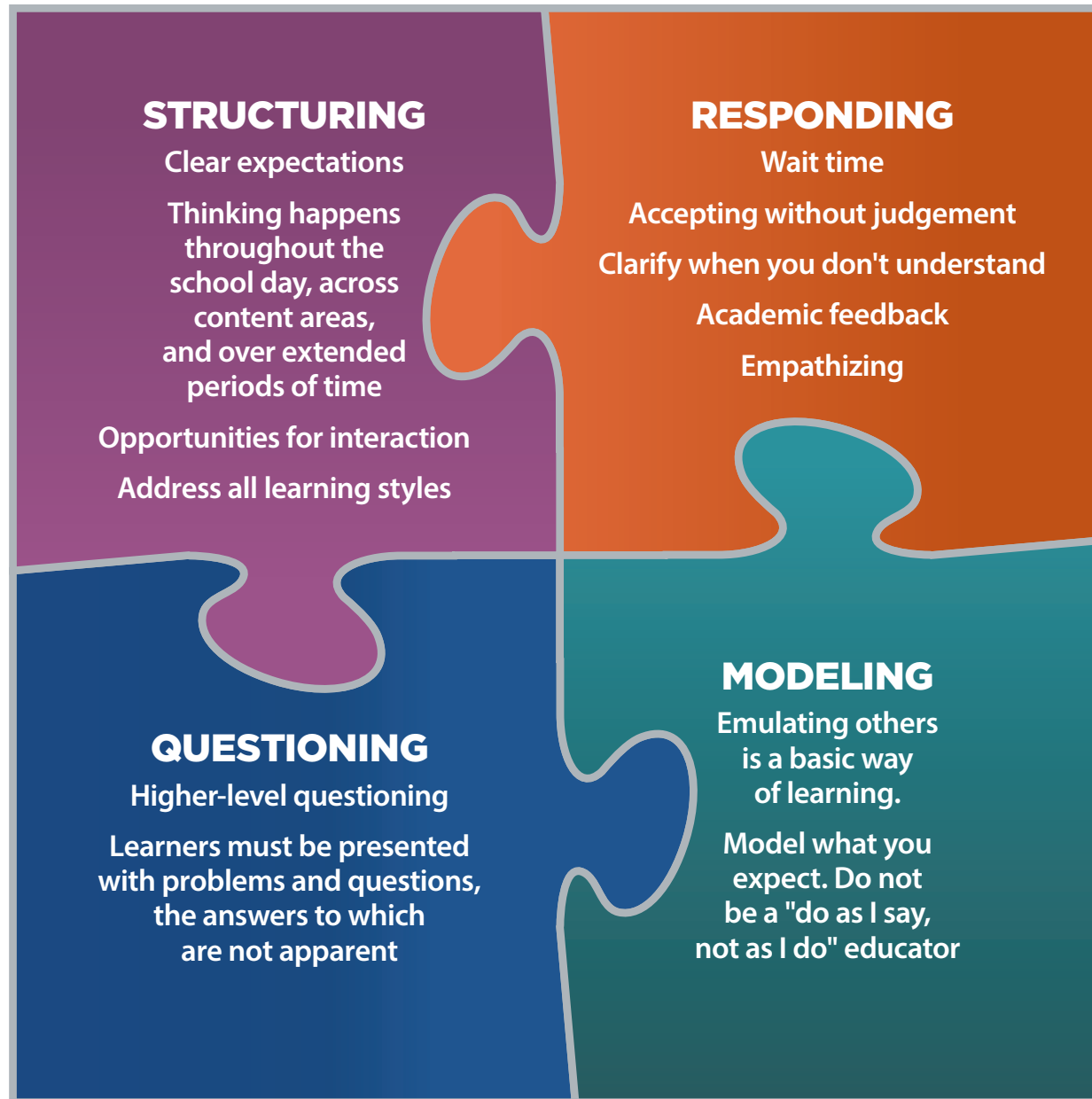
Thinking is something that can and should apply to every observation of a teacher. It is important to note that for students to apply the type of thinking referenced, the teacher must have taught the thinking students need to apply. Before we explore

the different types of thinking, it is important to have a basic understanding of how a teacher should go about teaching these thinking skills.

Research shows that there are four main ways that a teacher can “teach” thinking – through structuring, responding, questioning and modeling. As you think about what research says about teaching thinking, consider what dimensions and/or descriptors are on the T-TESS rubric which align with these expectations. For example, “wait time” is in the Questioning dimension and “modeling” is in Presenting Instructional Content. By purposefully implementing the T-TESS rubric and reflecting upon the specific dimensions that align with the research, teachers can effectively teach thinking.

The last descriptor discusses the four types of thinking that teachers are expected to implement regularly and consistently. These thinking types were compiled based on 20 years of research by the most prominent psychologists in America.

CONTENT KNOWLEDGE AND EXPERTISE	THE TEACHER:
	<ul style="list-style-type: none">• 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.• Conveys a depth of content knowledge that allows for differentiated explanations.• 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. <p>MOVES TO STUDENT-CENTERED ACTIONS</p>



Example 1:

A teacher is conducting a lesson on immigration in the 1860s and relates immigration from that time period to the present day. News articles about immigrants and refugees are presented during class. Students select someone they know who has immigrated to the United States to interview. Comparisons are made between immigrants of the 1860s and immigrants of today (reasons for immigrating, countries of origin, experiences, etc.). By connecting immigration of the 1860s to immigration of the present day and having students interview immigrants, (and debate the impact of immigrants in their community,) the teacher has highlighted key concepts and connected them to more powerful ideas.

Example 2:

Groups of students are studying the circulatory and respiratory systems. During their study of how the two systems function and support each other, they also study diseases of the two systems. The teacher has students utilize the information they have gained to develop plans for a healthy lifestyle that could help prevent heart attacks, lung cancer, etc. Students present their plans to other students and to the school administration. They also use the plans to develop a healthy menu for the school cafeteria.

Example 3: Analytical Thinking

Language Arts - In language arts, a class is reading "Charlotte's Web." To teach analytical thinking, the teacher will "unlock" his/her thought process. The teacher will not only label his/her thinking, but teach the questions that he/she asks him/herself when thinking through the task.

For example, the students will compare and contrast Wilbur's personality traits with those of Charlotte. Using analytical thinking, the first thing to ask is **1)** What do I know about each character? The teacher may use a Venn diagram or Thinking Map to document thinking. The next question to ask is **2)** Looking at my thinking (lists, Thinking Map or Venn), what do I see that is the same?

3) What is different? Teachers ask the question and think aloud the process for answering the question (think aloud).

If students have already been taught research-based thinking for fiction text, students may use those questions to go back to the text and find specific character traits or evidence from the text to support their thinking. Questions students may use to guide that research-based thinking are **1)** In what part of the book do I remember reading about Wilbur/Charlotte (beginning, middle and end)? **2)** What event was happening in that part of the text? **3)** What was happening right before or right after?

Math - Students evaluate different methods for solving word problems and explain the method chosen.

Art - Students are studying a specific artist's work. They are asked to observe a painting and identify one thing in the painting or element of the painting that could be removed that would not alter the artist's intent. Students may also be asked to explain what the painting reveals about the artist's attitude towards life, friends, nature, etc.

Understanding that teachers must teach the questions that are necessary to guide student thinking is crucial if we are going to develop independent thinkers. Providing the model of how those questions are answered in your head in order to arrive at an answer or solution will foster thinking processes.

Example 4: Practical Thinking

Language Arts - Persuasive Writing - Students are fed up with the cafeteria food and have decided to do something about it. First, they research the requirements for a healthy lunch.

Next, they design a menu for two weeks. Finally, they create the shopping list and pricing list to ensure that the lunches they are requesting are affordable. After working through each of these issues, the students develop a persuasive paper and present their proposal to the school administration.

Math - A class is working on measurement. The teacher informs students that they will be building tree and plant boxes throughout the school. These planters will be various shapes and sizes and will require students not only to measure and cut different pieces of wood to build them, but also to estimate the sizes of the correct plants and bushes to put in them.

Example 5: Creative Thinking

Language Arts - Students create visual images of what may be occurring in a story or poem that lacks pictures by applying what they previously know about figurative language or the author's purpose. They may also imagine a character's appearance or the elements of a setting. Again, students are applying previous knowledge or experiences to create a visual even if it is in their head.

Math - Students apply knowledge gained during a unit on measurement and geometry to design a new playground for the school.

Physical Education - Students create a football or basketball play during a physical education class by applying what they have learned about other plays and rules of the games.

Music - Students create a song or develop new words for an existing melody based on their knowledge of notes or lyrics and the message they want to convey through the song.

Example 6: Research-Based Thinking

Language Arts - Students read multiple versions of Cinderella stories. Using evidence from each version that provides support for what a character did and said, students identify a character trait that is well-supported with evidence from multiple readings.

Social Sciences - During a study of the Jim Crow Laws, students also conduct a study of Civil Rights laws. They then compare and contrast the two different groups of laws, identifying strengths and weaknesses. After comparing and contrasting the laws, they debate the need for present laws to ensure that all citizens have equal rights, and create the wording for these laws.



Suggested Coaching Questions: Content Knowledge and Expertise

- How do you prepare yourself to teach (insert the specific topic taught)?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- Why is it important to provide opportunities for students to highlight key concepts and connect to other powerful ideas?
- How do you plan for activities and/or assignments that teach students different types of thinking or problem solving?
- Reflect on the specific activities and/or assignments utilized within the lesson and then identify the type of thinking and/or problem solving each taught. This type of reflection will provide a means for assessing a teacher's understanding of analytical, practical and research-based thinking and the types of problem solving referenced under this dimension.
- How have you been supporting students' ability to think and problem solve with your instruction?
- What types of thinking have you thoroughly taught to your students?

Additional Resources

A. Costa (Ed.), *Developing minds: A resource book for teaching thinking* (Rev. ed., Vol. 1). Alexandria, VA: ASCD.

Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389–407.

Phelps, G. Just knowing how to read isn't enough! Assessing knowledge for teaching reading (2009). *Educational Assessment, Evaluation, and Accountability*, 21, 137–154.

Communication

For content to be personally meaningful to students, there must be a clearly communicated purpose for student learning. This descriptor shows a clear link between motivating students and Standards and Alignment. Students also need to understand why the content or skill being taught in a lesson is important for them to master and how their mastery of this will impact their own lives. Lessons that value inquiry, curiosity and exploration provide opportunities for students to generate questions and conduct their own research or explore to locate the answers. Finally, when students have opportunities to generate their own questions about a given topic, their motivation to learn is usually increased as the learning becomes student-directed rather than teacher-directed.

Planning effective lessons aligned to the standards is dependent upon the teacher's ability to create and communicate clearly defined learning outcomes or objectives appropriate for the students. In many ways this dimension is the foundation for all other dimensions, because if the teacher is not clear about what he or she wants students to know and be able to do as a result of

the lesson, the balance of the lesson cannot be properly developed or implemented. Both the students and the teacher should understand what is to be accomplished during each lesson and the purpose for what takes place.

The Communication descriptors relate to a teacher's knowledge of the content he/she is teaching and his/her ability to clearly explain the content to students in a logical manner.

The teacher must establish various classroom practices that will encourage all students to communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher and their peers. Words, mental pictures and other clarifying techniques simplify and organize new information for the learner.

THE TEACHER:	
COMMUNICATION	<ul style="list-style-type: none">• Establishes classroom practices that encourage all students to safely communicate effectively using visual tools and technology, artistic, spatial, tactile or other media with the teacher, 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 and other resources to support student-directed learning.• Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
	MOVES TO STUDENT-CENTERED ACTIONS

Application of the methods listed in this descriptor enhances learning in the following ways:

1. **Examples:** When presenting a new concept, carefully selected examples help students to understand information. For example, during a lesson about metaphors, the teacher provided visual examples of metaphors from her own writing. She also modeled her thinking process as she created the metaphors.

This type of example provided opportunities not only for students to view metaphors, but also to gain an understanding for how they were created within the teacher's writing.

2. **Illustrations:** Providing an illustration of what is being studied helps all learners, especially visual learners. For example, before dissecting a frog, students studied an illustration depicting the internal organs. The illustration also demonstrated how to cut into the frog. Teachers may also use paintings or photographs to provide illustrations of new concepts or historical time periods.

3. **Analogies:** There are times when analogies clarify information for learners. For example, to clarify the distances related to the solar system, a teacher introduced nine common spheres of similar proportions as the planets. She then took students out on the playground and had students arrange them at appropriate distances from the sun, making clear connections for how what they were doing related to distances within the solar system.

In this example, students actually participated in the analogy. Another example of an analogy is the comparison of appropriate graphic organizers to the choosing of appropriate tools to hammer in nails or tighten screws. The teacher explains to students that graphic organizers are 'tools' to support their organization of material, and different organizers support different tasks.

4. **Labels:** Labels help clarify information. For example, students were having a difficult time writing complete sentences, so the teacher decided to have students label the parts of their sentences. Pictures with labels may also be used to introduce vocabulary, important people or new concepts. This type of labeling would be strong since it combines the use of illustrations and labels. During a study of the solar system, the teacher modeled for the students how to label planets. During a study of the circulatory system, a teacher modeled how to label the parts of the heart and identify the function of each part.

When a teacher effectively utilizes questions that are purposeful and coherent, then students' responses may be utilized as a formative assessment in determining which students have mastered the learning objective (Achieving Expectations).

For support in third descriptor on generating questions, refer to Bloom's Taxonomy. It is important to note how the use of higher-order questions will impact the evidence for the descriptors of other dimensions such as the thinking descriptors in Content Knowledge and Expertise.

Questions that support the instructional goals are an integral part of student learning. An observer in the classroom should be able to close their eyes and just listen to the questions and have a clear idea of what the objective for the day is. This type of purposeful and aligned questioning needs to be planned before every lesson in order to broaden understanding and achieve a deeper learning.

The effective teacher does not limit the use of questions in a lesson to only teacher-generated questions, but guides students in generating questions that support their own learning. As students are led to generate their own questions, it is also important for them to have knowledge of the different question types. These can be modeled for them through the teacher's questions and through a purposeful teaching of Bloom's Taxonomy.

Example 1:

It may benefit teachers trying to include these descriptors in a lesson to write students' names on Popsicle sticks or strips of paper and pull a name to respond to questions asked. Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students or calling only on volunteers who may have their hands raised.

Teachers may also have students respond to a partner before answering a question aloud for the whole class. This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else.

When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 2:

When a teacher introduces a lesson, students may be led to complete a "KWL chart." By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented. Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement.

The teacher provides specific information that must be included in the biography but also allows students to generate questions they would like answered about the individual. Both sets of questions would guide the student's research. By providing opportunities for students to generate questions, teachers also develop learning experiences where inquiry is valued and provide students with choices.

Suggested Coaching Questions: Communication

- How do you decide on the types and frequency of questions you ask during a lesson?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- How do you provide for wait time during a lesson?
- Why is it important to provide wait time?

Additional Resources

Armendariz, F., & Umbreit, J. (1999). Using active responding to reduce disruptive behavior in a general education classroom. *Journal of Positive Behavior Interventions*, 1(3), 152–158.

Pagliaro, M. Menna. (2011). Exemplary classroom questioning: practices to promote thinking and learning. Lanham, Md.: Rowman & Littlefield Education.

Differentiation

Differentiated instruction may include activities to address auditory, visual and kinesthetic learning styles, or it may include providing students with choices in assignments that relate to the multiple intelligences. It may also mean that teachers provide students with extended time to complete assignments or abbreviate assignments based on student need. In order to provide a differentiated learning environment the teacher must have knowledge of the individual needs of all students.

By leading students to connect to other ideas and concepts, a teacher provides evidence of his/her knowledge of the content being taught and ability to utilize a variety of subject specific instructional strategies to teach the content. Students are involved in this process. Teachers may make connections while teaching, but the content becomes more internalized when students are able to take the concept and connect it to other powerful ideas, making it meaningful and purposeful.

Effective assessment is a fundamental part of instruction and learning. As such, assessments must be used to monitor the quality of student participation and performance.

An effective assessment plan answers the questions, “What do I want my students to be able to do as a result of my teaching?” “How will I know if the students have mastered what has been taught?” and, “How do I know the students learned what I taught?”

When these questions are asked and answered regularly, the teacher can effectively plan, diagnose and intervene on a continual basis to raise student achievement. A teacher can more easily support a differentiated learning environment by using multiple strategies to teach and assess students.

DIFFERENTIATION

THE TEACHER:

- Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.
- Consistently 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.
- Consistently prevents student confusion and disengagement by addressing learning and/or social/emotional needs of all students.

MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

A teacher begins a lesson on the causes of the Revolutionary War with an explanation of the learning objective and a preview of the lesson (clear beginning). The teacher then provides direct instruction by modeling how to complete a graphic organizer on the causes and effects of the war. Students are led to finish the organizer on their own as they read the text or other source of information. Students who are below grade level in reading continue to receive direct instruction from the teacher and assistance in completing the graphic organizer. Students who are on grade level or above complete the assignment independently and are provided additional activities to enhance their understanding of the causes (pacing provides opportunities for students who progress at different learning rates). Before students are dismissed, the teacher brings the class together again, reviews the objective and has students identify the causes and effects they included on their graphic organizers (closure). Students complete an exit ticket before leaving class in which they reflect on which cause of the war they believe had the greatest impact (time for reflection).

Example 2:

The teacher is introducing two-digit multiplication set in simple word problems. The lesson begins with the teacher posing the question, "What is the meaning of multiplication?" Students record their thoughts on dry-erase boards. The teacher calls "show me" and all students hold up their boards. Responses are discussed before moving into the lesson. Before presenting the lesson, the teacher puts this problem on the board: 6×34 . The teacher then asks the students, "What would you do to solve this problem?"

Knowing that students struggle with this concept, the teacher opened the lesson with the questions above to assess understanding as well as provide opportunities for students to experience various methods of addressing the problem. Students are given time to work through the problem with their shoulder partner, recording the work on a dry-erase board.

Each pair shares their work with the other pair in the team (small group) and the team decides on one method of working the problem to present to the class. (Teams are formed, mixed by ability to maximize peer support and/or mastery.) The teacher chooses one student from each team to present their method of solving the problem. Based on student need, the teacher uses manipulatives and builds models (cubes/base 10 strips, drawings) to show the process of multiplication visually. Students are provided problems, set in real-life scenarios, for continued guided and independent practice. These problems are solved using the manipulatives and talking through the process with a partner. Students complete two or three problems independently, knowing that the manipulatives are available if needed.

Suggested Coaching Questions: Differentiation

- How do you identify the learning styles of your students and incorporate these into your lessons?
- Why is it important to consider multiple learning styles when presenting instruction?
- How do you identify the interests of your students and incorporate these into your lessons?
- How do you develop or select instructional strategies to teach (insert the specific topic being taught)?
- How do you decide on the ways in which you will connect the content being taught to more powerful ideas?
- Why is it important to provide opportunities for students to highlight key concepts and connect to other powerful ideas?
- How do you provide differentiated instructional methods within your lessons?

Additional Resource

McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory into Practice*, 44(3), 234–244.e

Monitor and Adjust

This dimension connects to a teacher's use of student feedback to monitor and adjust instruction to ensure that the pacing of the lesson is appropriately brisk and meets the needs of all students. This dimension focuses on how teachers respond to students' comments and questions. Questioning is an art form that reveals a great deal about a teacher's effectiveness. The rubric descriptors provide a basic framework for the types of questions to ask within a lesson and how teachers should lead students in responding to questions. For support in generating questions through discreet and explicit checks for understanding, refer to Bloom's Taxonomy.

Questions that support the instructional goals are an integral part of student learning. An observer in the classroom should be able to close their eyes and just listen to the questions and have a clear idea of the objective of the day. This type of purposeful and aligned questioning needs to be planned before every lesson. When a teacher effectively utilizes questions that are purposeful and coherent, then students' responses may be utilized as a formative assessment in determining which students have mastered the learning objective. The descriptors address the quality of the feedback in supporting student learning as opposed to feedback

that informs students only of the accurateness of their responses. Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Feedback Descriptors Focused on Quality

The bullets below provide information that helps teachers develop the ability to provide high-quality feedback. There are many instructional leaders who feel that a classroom observer should be able to "guess" what the objective for the lesson is by simply listening to a teacher's feedback during a lesson. Such precision must be developed using the criteria below.

Determining Quality of Feedback

- Feedback relates to the lesson objective or sub-objective.
- Feedback causes students to think.
- Feedback is specific.
- Feedback is timely.
- Feedback is varied to meet the unique needs of the students and classroom.

MONITOR AND ADJUST

THE TEACHER:

- Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.
- Adjust instruction and activities to maintain student engagement.
- Uses discreet and explicit checks for understanding through questioning and academic feedback.

MOVES TO STUDENT-CENTERED ACTIONS

Example 1:

The objective of a lesson was: “Boys and girls, today you will learn about one way to form a paragraph. We formulate a topic sentence and at least three supporting sentences. Then we end the paragraph with a summary statement.” The teacher provided a graphic organizer after they collectively developed a topic sentence. While children wrote the supporting details independently, she provided feedback. The following feedback was recorded:

- “Marie, these are very nice sentences because they include strong details.”
- “Henry, your first detail is a complete sentence. That’s just great. Look at your second detail. What can we add to make a complete sentence?”
- “Louise, if you would like more inspiration, let’s look at the story for paragraph details. Good. It’s right there. I think you will find some great material for writing details.”
- “Jamie, you have three details that will make a great paragraph. What will make a good summary statement?” It is also important for teachers to model for students how to provide each other with high-quality academic feedback.

Example 2:

Following the same lesson objective as provided in the above example, after the students have completed their writing, the teacher pairs them for the purpose of conferencing on each other’s writing. To ensure that students know her expectations for the conferences, she pairs with a student and models the questions and type of feedback she would provide to the student. Within this model, she explains that it is important for students to clearly explain why an area of the writing is strong and why another needs to be strengthened. She does this by providing high-quality feedback that is focused on the lesson objective of writing a topic sentence, supporting details, and a summary statement.

Along with this model, the teacher may also include written feedback on the student’s writing that is focused on the objective. For example, the teacher may provide starter phrases to guide the process such as “the topic sentence is strong because (fill in the blank).” (The teacher will model and provide examples of feedback that may be used. These examples may be on the board/chart for reference.) Students will also need to understand the criteria for successful work. This will also serve as a guide for providing appropriate feedback. The examples and criteria will ensure that the feedback is purposeful and focused on the work, not the “peer/student.” Students will not automatically understand how to provide high-quality feedback to peers. Modeling what this looks and sounds like is crucial as students begin to experience this as a part of everyday instruction.

Example 3:

It may benefit teachers trying to include these descriptors in a lesson to write students’ names on Popsicle sticks or strips of paper and pull a name to respond to questions asked.

Teachers may also assign numbers to students and use a deck of playing cards to call on students by their numbers. Students may also choose classmates to call upon. These types of methods help a teacher avoid repeatedly calling on the same students, or calling only on volunteers who may have their hands raised. Teachers may also have students respond to a partner before answering a question aloud for the whole class.

This method can provide a way to hold each student accountable for formulating a response and sharing their answer with someone else. When providing wait time for students, it is important for the teacher to label this for students so that he/she may use the opportunity to teach students how to provide wait time for one another.

Example 4:

When a teacher introduces a lesson, students may be led to complete a “KWL chart.” By doing this, each student has the opportunity to generate questions that he/she wants answered as the content is being presented. Students may also generate questions about a topic they are researching. For example, students may be writing biographies on significant figures of the Civil Rights Movement. The teacher provides specific information that must be included in the biography but also allows students to generate questions they would like answered about the individual. Both sets of questions would guide the student’s research.

By providing opportunities for students to generate questions, teachers also develop learning experiences where inquiry is valued and provide students with choices.

Suggested Coaching Questions: Monitor and Adjust

- How do you maintain all students’ attention during the lesson?
- How do you decide on the types and frequency of questions you ask during a lesson to monitor and check for understanding?
- Why is it important for teachers to ask higher-order questions during a lesson?
- How do you provide opportunities for all students to respond to your questions?
- Why is it important to provide wait time?
- How do you decide on the type of feedback you provide to students?
- How do you use student feedback to make adjustments to your instruction, activities or pacing?
- How do you engage students in providing quality feedback to one another?

Additional Resources

Brookhart, Susan (2008). Feedback That Fits. *Educational Leadership*, 65, 54–59.

Brookhart, Susan (2008). *How to Give Effective Feedback to Your Students*. Alexandria, VA:

Association for Supervision and Curriculum Development.

Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1),153–189.

Armendariz, F., & Umbreit, J. (1999). Using active responding to reduce disruptive behavior in a general education classroom. *Journal of Positive Behavior Interventions*, 1(3), 152–158.

Pagliaro, M. Menna. (2011). *Exemplary classroom questioning: practices to promote thinking and learning*. Lanham, Md.: Rowman & Littlefield Education.



LEARNING ENVIRONMENT

Explanation of the T-TESS Rubric

This Section Includes Resources and Information on the Three Dimensions of the Learning Environment Domain:

This dimension deals with the learning environment of the classroom, including the physical arrangement of the furniture and the availability of supplies for students to utilize. When supplies, equipment and resources are easily and readily accessible, then the descriptors in this dimension can be more easily met.

The thoughtfully organized classroom will be the most conducive to allowing students to participate in high-level learning beyond the learning objectives.

Building smooth transitions and procedures and developing seamless routines can be done with practice and careful planning. Once these transitions, procedures and routines are in place, students can begin to take ownership and responsibility for them.

Regardless of how the grouping arrangements are developed, the grouping should maximize the learning for all students. The ability of a teacher to group students in this manner is directly connected to his/her knowledge of the students and their individual needs, interests and abilities. There must be a rationale for why students are grouped together.

LEARNING ENVIRONMENT

1. Classroom Environment, Routines and Procedures
2. Managing Student Behavior
3. Classroom Culture

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

- Establishes and uses effective routines, transitions and procedures that 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.

MOVES TO STUDENT-CENTERED ACTIONS

CLASSROOM ENVIRONMENT, ROUTINES AND PROCEDURES

There are a Variety of Grouping Patterns, Including:

- Whole group (common when a new concept, skill or theme is introduced)
- Heterogeneously grouped by ability (common when students are processing or practicing content for mastery). In this structure, the group is balanced as much as possible, having a high student, a middle-high student, a middle-low student and a low student. It is also important to consider discipline, special needs, ethnicity, gender and communication skills when forming groups. Due to the thought that goes into this process, these students may stay together for a period of time (for example, five to seven weeks) before new teams are formed.
- Homogeneously grouped by ability (common when pulling together a small group to work on a specific skill in which students have demonstrated a weakness, or bringing together higher-level students who need to be challenged)
- By demographic balance
- By interest
- By ability to focus
- By ability to communicate
- By language acquisition levels

Important Environmental Factors to Consider

- Various areas of the classroom are created for use in a variety of activities.
- Desks or general seating are arranged so that teachers can easily get to each student.
- The lighting in the room is adequate.

- The room temperature is generally moderate to cool. Warm classrooms lead students to be more lethargic, inattentive and consequently bored and disruptive.
- The entrance to your room does not cause distractions to students during lessons.
- There is a place in your classroom, away from the rest of the class, where you can have a private conversation or give a private reprimand to an individual student.
- The blackboard is visible to all students during lessons and is clean and uncluttered.
- Bulletin boards are attractive and not cluttered with “old work.”
- The room has just the amount of furniture that is functional, and does not contain useless or nonessential furnishings.
- The seating arrangement is designed in an orderly way so that the organization of the seats helps the students to feel more organized.
- Study carrels are used only in conjunction with other types of seating arrangements.
- Students are seated far enough apart so that innocent moves by students do not distract other students.
- Seats are arranged in such a way as to reduce traffic distractions. For example, as students get up to go to the bathroom or pencil sharpener, they do not overly distract students they pass.
- Make sure that students have assigned seats and do not allow them to constantly change their seats.

Suggested Coaching Questions: Classroom Environment

- What evidence supports a welcoming environment?
- How is the environment set up so that it is welcoming to all students?
- How is the environment arranged to promote student independence? (Are materials readily available? Are procedures in place so that students can be prepared for activities/routines?)
- How do you determine the purpose for displaying student work?
- How is student work displayed in order to promote content or enhance the learning environment?
- How do you decide on the instructional grouping of students during a lesson?
- Why is it important to think about how you group students? That being said, what are things you consider when forming groups (or partners) and why?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do you model or communicate your expectations to students for their own work and that of the group?
- How do you assess the performance of groups and individuals when it is completed in a group setting?
- How do you ensure that the room is arranged to accommodate individual, as well as group work?
- How is information posted in the classroom so that it may be easily referenced by students (e.g., standards, punctuation rules, schedule)?
- Think about challenges that occur when preparing the learning environment for students; how do you address obstacles?

Additional Resource

Hill, B. (2010). *The Next Step Guide to Enriching Classroom Environments: Rubrics and Resources for Self Evaluation and Goal Setting*. Portsmouth, NH: Heinemann.



Managing Student Behavior

Timely and effective management of student behavior is critical for effective instruction to take place within a classroom.

Descriptors under Standards and Alignment and Presenting Instructional Content address a teacher's modeling of clear expectations for students. While these dimensions focus on instruction, expectations must also be clearly modeled for student behavior for effective instruction to occur that increases student achievement.

For a teacher to manage student behavior effectively, he/she must not only model the expectations, but have knowledge of the students he/she is teaching. Teachers must be aware of and practice a variety of techniques to maintain appropriate behavior, which are dependent upon having knowledge of individual student's needs.

Teachers must also know students' interests in order to motivate them to change inappropriate behaviors. Additionally, these descriptors address how a teacher uses student feedback to make adjustments in instruction.

Suggested Coaching Questions: Managing Student Behavior

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior, should it become an issue during this lesson?
- How does your grouping enhance student behavior?
- What part does motivation play in student behavior?

Additional Resources

The topic of managing student behavior has generated many books and workshops. A good website for basic tips and information is Adprima at www.adprima.com/managing.htm.

LEARN North Carolina also has great suggestions on classroom management at www.learnnc.org.

THE TEACHER:

- Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
- Students and the teacher create, adopt and maintain classroom behavior standards.

MOVES TO STUDENT-CENTERED ACTIONS

Classroom Culture

Creating a positive classroom climate begins with showing respect to one another. Teachers most often set this in motion when they develop a set of collaborative ground rules for their classrooms and then model these for the students on a regular basis.

Teacher non-verbal cues that indicate respect and interest are:

- Tone of voice
- Eye contact
- Affirmative head nods
- Smiles
- Wait time
- Proximity to student

Suggested Coaching Questions: Classroom Culture

- How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?
- How do you determine/plan appropriate procedures to ensure a respectful culture?
- How do you build interdependence among students?
- How do you provide opportunities for students to collaborate?
- How do you build safety in the classroom, promoting open communication and/or collaboration?
- How do you plan opportunities to teach, practice and reinforce social skills (e.g., listening to others, providing positive feedback, patience, respect)?

Additional Resources

Comer, J. P. (1999). Creating successful urban schools. *Brookings papers on education policy*, 2. Available online at www.jstor.org/pss/20067212.

Lawrence-Lightfoot, S. (2000). *Respect: An exploration*. Cambridge, MA: Perseus Books.

Williams, A. (2010). Five strategies for creating just, equitable, and inclusive classrooms. *School Climate Matters*, 4(4), 3.

CLASSROOM CULTURE	THE TEACHER:
	<ul style="list-style-type: none">• Consistently engages all students with relevant, meaningful learning based on their interests, abilities to create a positive rapport amongst students.• Students collaborate positively and encourage each other's efforts and achievements.
	MOVES TO STUDENT-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

Explanation of the T-TESS Rubric

This Section Includes Information on the Four Dimensions of the Professional Practices and Responsibilities Domain:

The Professional Practices and Responsibilities domain will be rated during the summative conference at the end of the school year between the appraiser and the teacher.

Certainly when applicable appraisers will have conversations with teachers about their self-assessment related to the Professional Practices and Responsibilities domain throughout

the school year in post-conferences. This domain is unique because there is flexibility based upon local expectations for how evidence for this domain should be collected and rated.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

1. Professional Demeanor and Ethics
2. Goal Setting
3. Professional Development
4. School Community Involvement





DAY 1:
Training Materials

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.1	<p>Dimension 2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Sets expectations that challenge few students. 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 ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:	
INSTRUCTION DIMENSION 2.2	<p>Dimension 2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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). 	
			STUDENT-CENTERED ACTIONS ←				

INSTRUCTION

INSTRUCTION DIMENSION 2.3

Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis:
1D, 1E, 2A, 3A, 4D

Sources of Evidence:
Pre-Conference,
Formal Observation

DISTINGUISHED The Teacher:

- 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.

ACCOMPLISHED The Teacher:

- 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.

PROFICIENT The Teacher:

- 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.

DEVELOPING The Teacher:

- 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.

IMPROVEMENT NEEDED The Teacher:

- 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

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.4	<p>Dimension 2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently 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. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.5	<p>Dimension 2.5 Monitor and Adjust</p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 ←			

LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.1	<p>Dimension 3.1 Classroom Environment, Routines and Procedures</p> <p>The teacher organizes a safe, accessible and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Pre-Classroom</p>	<ul style="list-style-type: none"> Establishes and uses effective routines, transitions and procedures that 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
			STUDENT-CENTERED ACTIONS ←			

LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	<p>Dimension 3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
	<p>STUDENT-CENTERED ACTIONS ←</p>		<p>TEACHER-CENTERED ACTIONS →</p>			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.3

Dimension 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:
1E, 1F, 3B, 4C, 4D,
5A, 5B, 5D

**Sources
of Evidence:**
Formal
Observation,
Classroom

DISTINGUISHED The Teacher:

- 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.

ACCOMPLISHED The Teacher:

- 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.

PROFICIENT The Teacher:

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

DEVELOPING The Teacher:

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

IMPROVEMENT NEEDED The Teacher:

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

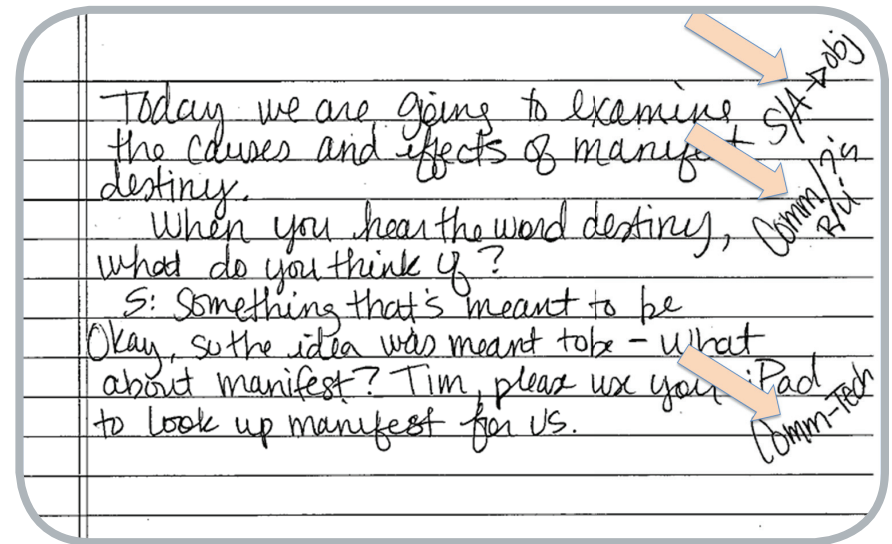
DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT Classroom Culture	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT Managing Student Behavior	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION Achieving Expectations	ALL	MOST	MOST	SOME	FEW
INSTRUCTION Content Knowledge and Expertise	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION Differentiation	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS					

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



4th Grade ELA Lesson Plan

In Someone Else's Shoes Different Perspectives and Points of View

TEKS (6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:

(B) describe the interaction of characters including their relationships and the changes they undergo;

(18) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(B) write letters in which language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing);

(27) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:

(A) listen attentively to speakers, ask relevant questions, and make pertinent comments;

(28) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are expected to express an opinion supported by accurate information, employing eye contact, speaking rate, volume, and enunciation, and the conventions of language to communicate ideas effectively.

Essential Questions

- How can looking at a situation from a different perspective or point of view help you in your everyday life?
- Why might it be important to look at things from a different perspective or point of view?

Unit Goal

By the end of this unit, the learner will be able to evaluate scenarios or situations from various perspectives.

Objectives

- Evaluate situations from different *perspectives* or *point of views*.
- Identify how others may *feel* in a given situation or scenario.
- Apply looking at different *perspectives* to your daily life.

Accommodations for Individual Student Needs

- **Learning Style**-Discussion, large group, small group, role-playing and PowerPoints.
- **Expectations**-Some students will perform with minimum or no help, while others will require assistance from the teacher, teacher-aid or classmates (peer tutors).
- **Differentiated Instruction**-Groups are composed of varying levels and learning styles. There are multiple opportunities for students to choose how they wish to represent what they have learned (i.e.: role-playing, choral response, and reflective ticket.)

Prior Knowledge

1. What it means to look at something from a different "point of view" or "perspective."
2. 4 Corners Procedures
3. Cooperative Group Procedures

4th Grade ELA Lesson Plan

Procedure

Introduction of lesson: Present some key questions the teacher wants students to think about at the beginning, middle and closure of the lesson.

Hook: (7-10 minutes)

4 Corners: Different Perspectives/Point of View

- TTW show a PowerPoint with expectations and directions for the 4 Corners activity.
- TTW tell students that they will look at a situation from an assigned POINT OF VIEW.

They then will discuss with their group:

- How you may feel about this situation
- Your opinion about this situation
- Positives or negatives about this situation
- The students then will elect a person to represent their POINT OF VIEW and share with the class.

Curriculum Correlation

TTW explain to students that looking at situations from different points of views can help them deal with everyday events. TTW remind students that we just had a “Heart to Heart” talk about taking time and thinking how others may feel in a negative or even positive situation.

Guided Practice (10-15 minutes)

- 1) TTW ask students to turn to page 416 in their textbook (*Weekly story: “Dear Mrs. LaRue”*)
- 2) TTW read the letter on page 416 as the students follow along.

- 3) TTW then explain that she will look at some key points/ comments the main character (Ike) made, and then do a think aloud describing how Mrs. LaRue (his owner) may have responded. (The teacher will place a hat on her head to represent stepping into Mrs. LaRue’s character and take it off when she is referring back to Ike’s letter.)
- 4) TTW then show the students a 4 Square with three different comments Ike made in his letter, and ask students what they think Mrs. LaRue would respond with.
- 5) TTW explain to students that she just modeled what they will be doing in their cooperative groups.

Independent Practice (10-15 minutes)

- 1) TTW assign each student a number (#1-4) at each group.
- 2) TTW display the roles that are expected for each student on the PowerPoint
 - a. Read the letter on the page stated on your 4 Square.
 - b. Discuss as a group: How might you respond from the given character’s point of view?
 - c. Writing Responsibilities:
 - i. Student #1: Greeting and Comment #1
 - ii. Student #2: Comment #2
 - iii. Student #3: Comment #3
 - iv. Student #4: Closing and Signature
- 3) TSW then place a name tag on which describes what perspective/point of view they will be coming from.
- 4) TSW discuss each comment as a group, and discuss possible responses from their points of view.
- 5) The assigned numbered person will then record their response.

4th Grade ELA Lesson Plan

Challenge

TTW encourage fast finishers to rehearse how they will say their section when it is time to be presented to the class.

- 6) TTW pull sticks and whoever's name she pulls gets to present with their group. TSW present their four squares from the assigned perspective. TTW stop the group before they reveal whose perspective they are coming from, and ask the class "What point of view or perspective are they coming from?" Then the group shares in their closing what perspective they are coming from.

Reflection and Lesson Closure

- 1) TTW refer students back to the goal/objective of today's lesson. TTW ask students to show their response by thumbs up or down for each goal. She may even ask probing questions in order to have students expand on why they have or have not mastered with that particular goal.
- 2) TSW then pick on or both of the key questions to record on an "Exit Ticket."
- 3) TTW pull sticks to encourage students to share their reflections with the class.

Assessment

Formal: Students will be tested at the end of the week with a comprehension test, and weekly skills assessment.

Informal: Students' choral and small group responses, the group's 4 Square, and individual responses on the 4 Square will be checked for participation, and accuracy. They will be used by the teacher to plan the next lesson's review and/or reinforcement.

Ongoing Assessment

Students will take their 4 square and compose a letter back to Ike from their assigned character's perspective. Students will demonstrate proper letter format. Throughout the year, students will be assessed on identifying, connecting and elaborating on different character's perspectives through formal and informal assessment.

Assessment Plan for Unit

Student performance will be measured by Weekly Skill Assessment, and the Unit 4 Benchmark Assessment. As students reach levels of mastery, extended enrichment will be utilized. Students with limited skill mastery will be pulled for small group reinforcement.

Materials:

- Index cards
- Mrs. LaRue Hat
- Name sticks
- Name tags
- PowerPoint
- 4 Square activity sheet
- 4 Corner signs

PLANNING

PLANNING DIMENSION 1.1

Dimension 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.

Standards Basis:
1A, 1B, 3A, 3B, 3C

Sources of Evidence:
Pre-Conference,
Formal
Observation,
Classroom

DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - 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 aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - 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 aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> - 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 aligned to the lesson's goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> - are sequenced - sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> - 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

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.2	<p>Dimension 1.2 Data and Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation, Classroom Walkthroughs/ Informal Observation, Post-Conference Instructional Planning</p>	<ul style="list-style-type: none"> 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. Substantive, specific and timely 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 confidentiality. Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. Substantive, specific and timely 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 use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Consistent feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of most students. Timely feedback to students and families. Utilization of multiple sources of student data. 	<ul style="list-style-type: none"> 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 ←			

PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.3	<p>Dimension 1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, socialemotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ←			

PLANNING

		DISTINGUISHED Instructional Planning Includes	ACCOMPLISHED Instructional Planning Includes	PROFICIENT Instructional Planning Includes	DEVELOPING Instructional Planning Includes	IMPROVEMENT NEEDED Instructional Planning Includes
PLANNING DIMENSION 1.4	<p>Dimension 1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • 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 all 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ←				

DIMENSION	EVIDENCE	RATING
<p>Standards and Alignment 1.1</p>		
<p>Data and Assessment 1.2</p>		

DIMENSION	EVIDENCE	RATING
Knowledge of Students 1.3		
Activities 1.4		

DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
<p>Communication 2.3</p>		
<p>Differentiation 2.4</p>		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade ELA Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade ELA Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

Post-Conference Plan

While the T-TESS Rubric is used to observe teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including the modeling of specific dimensions in professional development meetings, in teachers' classrooms and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the T-TESS Rubric." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the evaluator needs to help the teacher improve). Therefore, the focus of the post-conference is on two dimensions or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each dimension on the rubrics can be found in "Explanation of the T-TESS Rubric" sections.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Suggested Coaching Questions: Choosing Reinforcement and Refinement Areas

1. Which areas on the rubric received the highest rates (reinforcements) and the lowest rates (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Greeting/Set the tone.** This time should be used to put the teacher at ease.
- 2. Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
- 3. Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
- 4. Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: "How do you think the lesson went?" "What is your overall impression of the lesson?"

Reinforcement Plan

Refer to "Suggested Coaching Questions" to choose an appropriate reinforcement area.

- 1. Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/ her area of reinforcement as it relates to the lesson.

Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?" (Refer to "Explanation of the T-TESS Rubric" sections for additional examples of coaching questions).

- 2. Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.** It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the examples are strong and how they will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

4th Grade Math

111.16. Mathematics, Grade 4 TEKS

(2) Number and operations. The student applies mathematical process standards to represent, compare and order whole numbers and decimals and understand relationships related to place value.

The student is expected to:

(E) represent decimals, including tenths and hundredths, using concrete and visual models and money;

(G) relate decimals to fractions that name tenths and hundredths; and

(3) Number and operations. The student applies mathematical process standards to represent and generate fractions to solve problems. The student is expected to:

(G) represent fractions and decimals to the tenths or hundredths as distances from zero on a number line.



DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
Communication 2.3		
Differentiation 2.4		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
4th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		



DAY 2:
Training Materials

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



MIDDLE SCHOOL LESSON PLAN - 7TH GRADE PE

Teacher: Hall	Quarter: 2	Week: 10	Subject: PE	Unit Title: "Get Over Here" - Team Building
---------------	------------	----------	-------------	---

Key Terms/Vocabulary: Communication, Cooperation, Teamwork, Patience, Listening	Technology: Scoreboard for pacing
---	-----------------------------------

Standard/Indicator Physical Education 6-8 Physical Education

116.23, Physical Education, Grade 7 TEKS

(b) Knowledge and skills

(1) Movement. The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:

(A) coordinate movements with teammates to achieve team goals;

(2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:

(D) detect and correct errors in personal or partner's skill performance; and

(7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:

(A) solve problems in physical activities by analyzing causes and potential solutions;

(B) work cooperatively in a group to achieve group goals in competitive as well as cooperative settings

Day & Date	Essential Question (Hook)	Instruction and Mini-Lesson	Guided Practice (I do, We do, You do)	Independent Practice and Assessment	Closure
Monday 1-9-12	What does it take to be a part of a team and complete a task successfully? Let's describe some situations where you might be working together with others. (5 min)	Quick class discussion, students sitting in their teams. Communication Skills- Speaking with clarity and precision. Eye contact. Listening to one person at a time. Speaking in a calm voice. (5 min) Cooperation- Agreeing to try others' ideas even if you don't agree. (2 min)	I do- Give students examples of each skill and model, what they look and sound like. (3 min) We do- Practice with the students having an effective conversation. (4 min) You do- Students will work in their teams to create their plan to get their team across the gym.	Explain the activity- "Get Over Here" Students will use various equipment to get their team, and all equipment, from one side of the gym floor to the other without making physical contact with the floor. Thinking- Creative & Practical. After 5 minutes, have the students stop and provide feedback to their team on what is working and not working. (2 min.) Students then continue trying to achieve the goal.	Round Robin- Students will gather equipment back to starting point and then one student from each team will be grouped together and they will share out what worked for their individual team. (3 min.) Students will gather back with their original team and will share out something they liked that another team did. (3 min) Students will write 1 paragraph evaluating how their team used strong communication and cooperative skills. Also, in their paragraph they will explain how the skills learned today could be applied to a real-life scenario. (10 min)
5 min		7 min	7 min	15 min	16 min

Teacher Planning Notes

- Share out one thing that you liked that another team did that helped them be successful. Justify or explain why you feel this helped their team.
- Students generating questions
- Students providing each other feedback
- Chart paper with Communicative and Cooperative Skills listed
- Chart paper with Rubric posted

7TH GRADE PE LESSON RUBRIC			
SCORE	3	2	1
	Student identifies 2+ cooperative/ communicative skills w/ explanation	Student identifies 1-2 cooperative/ communicative skills w/ minimal explanation	Student identifies 0-1 cooperative/ communicative skills w/ no explanation
	Student identifies 1+ real life scenario w/ explanation	Student identifies 1 real life scenario w/ minimal explanation	Student makes 1 real life scenario w/ no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes

SCORE	3	2	1
	Student identifies 2+ cooperative/ communicative skills w/ explanation	Student identifies 1-2 cooperative/ communicative skills w/ minimal explanation	Student identifies 0-1 cooperative/ communicative skills w/ no explanation
	Student identifies 1+ real life scenario w/ explanation	Student identifies 1 real life scenario w/ minimal explanation	Student makes 1 real life scenario w/ no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes

SCORE	3	2	1
	Student identifies 2+ cooperative/ communicative skills w/ explanation	Student identifies 1-2 cooperative/ communicative skills w/ minimal explanation	Student identifies 0-1 cooperative/ communicative skills w/ no explanation
	Student identifies 1+ real life scenario w/ explanation	Student identifies 1 real life scenario w/ minimal explanation	Student makes 1 real life scenario w/ no explanation
	Student uses correct grammatical conventions	Student makes 1-3 grammatical mistakes	Student makes 4+ grammatical mistakes

DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
Communication 2.3		
Differentiation 2.4		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
7th Grade PE Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
7th Grade PE Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

Post-Conference Plan

While the T-TESS Rubric is used to observe teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including the modeling of specific dimensions in professional development meetings, in teachers' classrooms and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the T-TESS Rubric." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the evaluator needs to help the teacher improve). Therefore, the focus of the post-conference is on two dimensions or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each dimension on the rubrics can be found in "Explanation of the T-TESS Rubric" sections.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Suggested Coaching Questions: Choosing Reinforcement and Refinement Areas:

1. Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

- 1. Greeting/Set the tone.** This time should be used to put the teacher at ease.
- 2. Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
- 3. Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: "Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement."
- 4. Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: "How do you think the lesson went?" "What is your overall impression of the lesson?"

Reinforcement Plan

Refer to "Suggested Coaching Questions" to choose an appropriate reinforcement area.

- 1. Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/her area of reinforcement as it relates to the lesson.

Example: "When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?" (Refer to "Explanation of the T-TESS Rubric" sections for additional examples of coaching questions).

- 2. Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: "You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson's aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates' responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph."

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.**

It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.”

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

REINFORCEMENT PLAN FORM

REINFORCEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

REFINEMENT PLAN FORM

REFINEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

RECOMMENDATIONS:

5th/6th Grade Math Lesson Plan

Lesson 21.2: Geometry/Quadrilaterals

5th grade Math TEKS (5.7) Geometry and spatial reasoning. The student generates geometric definitions using critical attributes. The student is expected to identify essential attributes including parallel, perpendicular and congruent parts of two-and-three-dimensional geometric figures.

(6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons and circles. The student is expected to:

- (A) use angle measurements to classify angles as acute, obtuse or right;
- (B) identify relationships involving angles in triangles and quadrilaterals; and
- (C) describe the relationship between radius, diameter and circumference of a circle.

Objectives

Today, I will be able to classify quadrilaterals based on its sides and angles, AND solve its missing angle.

Higher Order Thinking Questions

1. What are some similarities and difference between triangles and quadrilaterals?
2. Can a square be called a rectangle?
3. Is it possible for a quadrilateral to have 4 obtuse angles?

Methods/Activities

Opening Dialogue: Today, we are going to learn about classifying quadrilaterals based on its sides and angles. We are also going to solve the missing angle. We are learning this because quadrilaterals are used in our everyday life: floor tiles, home designs, etc.

Hook / Review (5-10 min) Teacher will show students an extravagant home with quadrilaterals in the design.

Lesson Procedures (Direct Instruction, Guided Practice, Independent Study) (30-45 min)

1. Think about it – students will decide on answers to questions on an index card that is taped to their desks.
2. Review of vocabulary that is necessary in classifying quadrilaterals. Students will complete a “cheat sheet” during the vocabulary discussion.
3. Sorting Activity – students will work with a partner to sort characteristics of quadrilaterals. Students will go back to think about it to revise their answers periodically.
4. Angle Investigation – students will use calculators to discover the total of the angles inside of a quadrilateral.
5. Rotation Stations – students will rotate with a partner to answer various questions about quadrilaterals.

Real World Connection (5-10 min) See Hook.

Closure / Reflection (3-5 min) Summarize accomplishment of objective.

DIMENSION	EVIDENCE	RATING
<p>Achieving Expectations 2.1</p>		
<p>Content Knowledge and Expertise 2.2</p>		

DIMENSION	EVIDENCE	RATING
<p>Communication 2.3</p>		
<p>Differentiation 2.4</p>		

DIMENSION	EVIDENCE	RATING
<p>Monitor and Adjust 2.5</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
5th/6th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>		
<p>Managing Student Behavior</p> <p>3.2</p>		

Domain:
**LEARNING
ENVIRONMENT**

T-TESS OBSERVATION EVIDENCE SHEET
5th/6th Grade Math Lesson

DIMENSION	EVIDENCE	RATING
Classroom Culture 3.3		

REINFORCEMENT PLAN FORM

REINFORCEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

REFINEMENT PLAN FORM

REFINEMENT AREA (Dimension):

SELF ANALYSIS QUESTION:

EVIDENCE:

RECOMMENDATIONS:



Appraiser Resources

PLANNING

PLANNING DIMENSION 1.1

Dimension 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.

Standards Basis:
1A, 1B, 3A, 3B, 3C

Sources of Evidence:
Pre-Conference,
Formal
Observation,
Classroom

DISTINGUISHED Instructional Planning Includes:	ACCOMPLISHED Instructional Planning Includes:	PROFICIENT Instructional Planning Includes:	DEVELOPING Instructional Planning Includes:	IMPROVEMENT NEEDED Instructional Planning Includes:
<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ 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 aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ 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 aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • All activities, materials and assessments that: <ul style="list-style-type: none"> ◦ 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 aligned to the lesson's goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Most goals aligned to state content standards. • Most activities, materials and assessments that: <ul style="list-style-type: none"> ◦ are sequenced ◦ sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • Few goals aligned to state content standards. • Few activities, materials and assessments that: <ul style="list-style-type: none"> ◦ 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

PLANNING DIMENSION 1.2

Dimension 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.

Standards Basis:
1B, 1F, 2B, 2C, 5A,
5B, 5C, 5D

Sources of Evidence:
Analysis of Student Data,
Pre-Conference,
Formal Observation,
Classroom Walkthroughs/
Informal Observation,
Post-Conference Instructional Planning

DISTINGUISHED

Instructional Planning Includes:

- 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.
- Substantive, specific and timely 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 confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

ACCOMPLISHED

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely 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 use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

PROFICIENT

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

DEVELOPING

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

IMPROVEMENT NEEDED

Instructional Planning Includes:

- 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

		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
PLANNING DIMENSION 1.3	<p>Dimension 1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, socialemotional development and achievement for all students.</p> <p>Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C</p> <p>Sources of Evidence: Analysis of Student Data, Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<ul style="list-style-type: none"> • All lessons that connect to students’ prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ←			

PLANNING

		DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:	Instructional Planning Includes:
PLANNING DIMENSION 1.4	<p>Dimension 1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • 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 all 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.1	<p>Dimension 2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.2	<p>Dimension 2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</p> <p>Standards Basis: 1C, 1E, 1F, 2C, 3A, 3B, 3C</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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). 	<ul style="list-style-type: none"> • 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).
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

INSTRUCTION DIMENSION 2.3

Dimension 2.3 Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis:
1D, 1E, 2A, 3A, 4D

Sources of Evidence:
Pre-Conference,
Formal Observation

DISTINGUISHED The Teacher:

- 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.

ACCOMPLISHED The Teacher:

- 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.

PROFICIENT The Teacher:

- 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.

DEVELOPING The Teacher:

- 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.

IMPROVEMENT NEEDED The Teacher:

- 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

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.4	<p>Dimension 2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently 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. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.
			STUDENT-CENTERED ACTIONS ←			

INSTRUCTION

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION DIMENSION 2.5	<p>Dimension 2.5 Monitor and Adjust</p> <p>The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p> <p>Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 ←			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.1

Dimension 3.1 Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis:
1D, 4A, 4B, 4C, 4D

Sources of Evidence:
Formal
Observation,
Pre-Classroom

DISTINGUISHED The Teacher:

- Establishes and uses effective routines, transitions and procedures that 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.

ACCOMPLISHED The Teacher:

- 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.

PROFICIENT The Teacher:

- 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.

DEVELOPING The Teacher:

- 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.

IMPROVEMENT NEEDED The Teacher:

- 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.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

LEARNING ENVIRONMENT

		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
LEARNING ENVIRONMENT DIMENSION 3.2	<p>Dimension 3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p> <p>Sources of Evidence: Formal Observation, Classroom, Pre-Conference</p>	<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.
	<p>STUDENT-CENTERED ACTIONS ←</p>		<p>TEACHER-CENTERED ACTIONS →</p>			

LEARNING ENVIRONMENT

LEARNING ENVIRONMENT DIMENSION 3.3

Dimension 3.3 Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.

Standards Basis:
1E, 1F, 3B, 4C, 4D,
5A, 5B, 5D

**Sources
of Evidence:**
Formal
Observation,
Classroom

DISTINGUISHED The Teacher:

- 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.

ACCOMPLISHED The Teacher:

- 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.

PROFICIENT The Teacher:

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

DEVELOPING The Teacher:

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

IMPROVEMENT NEEDED The Teacher:

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Dimension 4.1 Professional Demeanor and Ethics
 The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
Standards Basis: 6B, 6C, 6D
Sources of Evidence: Formal Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
<ul style="list-style-type: none"> 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) across the campus and district for educators and students. Advocates for the needs of all students in the classroom and campus. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets all professional standards (e.g., attendance, professional appearance and behaviors). Advocates for the needs of students in the classroom. 	<ul style="list-style-type: none"> Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators. Meets most professional standards (e.g., attendance, professional appearance and behaviors). 	<ul style="list-style-type: none"> Fails to meet the Code of Ethics and Standard Practices for Texas Educators. Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.

STUDENT-CENTERED ACTIONS ←-----→ TEACHER-CENTERED ACTIONS

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

**Dimension 4.2
Goal Setting**

The teacher reflects on his/her practice.

Standards Basis:
5D, 6A, 6B

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED
The Teacher:

- 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.

ACCOMPLISHED
The Teacher:

- 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.

PROFICIENT
The Teacher:

- 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.

DEVELOPING
The Teacher:

- Sets short-term goals based on self-assessment.
- Meets most professional goals resulting in some visible changes in practice.

IMPROVEMENT NEEDED
The Teacher:

- 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

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

**Dimension 4.3
Professional Development**

The teacher enhances the professional community.

Standards Basis:
3A, 6A, 6B, 6C

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities. 	<ul style="list-style-type: none"> Engages in most scheduled professional development activities, professional learning communities, committee, grade- or subject-level team meetings as directed. 	<ul style="list-style-type: none"> Engages in few professional development activities, professional learning communities or committees to improve professional practice.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

PROFESSIONAL PRACTICES AND RESPONSIBILITIES

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

**Dimension 4.4
School
Community
Involvement**

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:
2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Sources of Evidence:
Professional Development Plan or Improvement Plan, Pre-Conference, Post-Conference, Daily interaction with others

DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
<ul style="list-style-type: none"> • Systematically contacts parents/ guardians regarding students' academic and social/ emotional growth through various methods. • Initiates collaborative efforts that enhance student learning and growth. • Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school. 	<ul style="list-style-type: none"> • Systematically contacts parents/guardians regarding students' academic and social/ emotional growth through various methods. • Joins colleagues in collaborative efforts that enhance student learning and welfare. • Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members. 	<ul style="list-style-type: none"> • Contacts parents/ guardians regularly regarding students' academic and social/ emotional growth. • Actively participates in all school outreach activities • Communicates the mission, vision and goals of the school to students, colleagues, parents and families. 	<ul style="list-style-type: none"> • Contacts parents/ guardians in accordance with campus policy. • Attends most required school outreach activities. • Communicates school goals to students, parents and families. 	<ul style="list-style-type: none"> • Contacts parents generally about disciplinary matters. • Attends few required school outreach activities.

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

RUBRIC WORD BANK
with examples of qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
LEARNING ENVIRONMENT Classroom Culture	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT Managing Student Behavior	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION Achieving Expectations	ALL	MOST	MOST	SOME	FEW
INSTRUCTION Content Knowledge and Expertise	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION Differentiation	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)
STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS					

T-TESS Annual Appraisal Process Timeline

CURRENT YEAR			NEXT YEAR
WEEKS 1 - 3	WEEK 4: FOUR WEEKS PRIOR TO THE LAST DAY OF SCHOOL	AT LEAST 15 DAYS PRIOR TO THE LAST DAY OF SCHOOL	WEEKS 1-3
Teacher orientation	Teacher orientation for late hires, as needed		Teacher orientation for all teachers who are new to T-TESS
Teacher self-assessment and goal setting (review of teacher and student data to self-assess, establish goals and develop a professional development plan). (For teachers new to the district or T-TESS)	<ul style="list-style-type: none"> Ongoing review of teacher and student data Ongoing review of goals and professional development impact on teacher and student performance with recommended formative review of goals and progress toward these goals 	End of year conference to discuss final scores for Domains 1-3, review evidence for Domain 4 and discuss next year's goal(s) and professional development plan <i>Note: Domain 4 is not scored in summative form until after the teacher has been afforded the opportunity to present evidence related to each of the four dimensions in this domain during the end-of-year conference.</i>	
Informal observations and walk-throughs with ongoing analysis of results and options			<ul style="list-style-type: none"> Returning teacher review the goal(s) and professional development plan established at the end-of-year conference to determine if any changes are needed based on new data, changes in teaching assignments, etc. New teachers are guided through the self-assessment and goal setting processes to self-assess, develop goals and establish a professional development plan Student growth and data review
Formal observation windows established locally			

CHAPTER 149

Commissioner's Rules Concerning Educator Standards

Subchapter AA. Teacher Standards

149.1001. Teacher Standards.

(a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.

(b) Standards

(1) Standard 1 – Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.

- (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
- (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
- (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

(B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

- (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
- (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
- (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.

- (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs including acceleration, remediation and implementation of individual education plans.
- (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
- (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.

- (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
- (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
- (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

(E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.

- (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
- (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
- (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.

- (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
- (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
- (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

(2) Standard 2 – Knowledge of Students and Student Learning.

Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

- (i) Teachers purposefully utilize learners’ individual strengths as a basis for academic and social-emotional growth.
- (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
- (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.

(B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.

- (i) Teachers connect learning, content, and expectations to students’ prior knowledge, life experiences, and interests in meaningful contexts.
- (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
- (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

(C) Teachers facilitate each student’s learning by employing evidence-based practices and concepts related to learning and social-emotional development.

- (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
- (ii) Teachers identify readiness for learning and understand how development in one area may affect students’ performance in other areas.
- (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.

(3) Standard 3 – Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

- (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
- (ii) Teachers identify gaps in students’ knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
- (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

- (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
- (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
- (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

- (i) Teachers teach both the key content knowledge and the key skills of the discipline.
- (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students’ real-world experiences.

- (4) Standard 4 – Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students’ development and backgrounds.**
- (i) Teachers embrace students’ backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students’ needs, strengths, and personal experiences.
- (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.**
- (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
- (C) Teachers establish, implement and communicate consistent routines for effective classroom management, including clear expectations for student behavior.**
- (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.
- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.**
- (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
 - (iv) Teachers communicate regularly, clearly, and appropriately with parents and families about student progress, providing detailed and constructive feedback and partnering with families in furthering their students’ achievement goals.
- (5) Standard 5 – Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- (A) Teachers implement both formal and informal methods of measuring student progress.**
- (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students’ learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.**
- (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
 - (iii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students’ goals and progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.**
- (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students’ strengths and learning needs.

- (D) **Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.**
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

(6) Standard 6 – Professional Practices and Responsibilities.

Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

- (A) **Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.**
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.
- (B) **Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.**
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

- (C) **Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.**
 - (i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) **Teachers model ethical and respectful behavior and demonstrate integrity in all situations.**
 - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

Conference Sample Questions

The questions provided are intended to guide thinking and conversation; every question may not be answered or relevant for every observation.

Planning Domain

(Dimension 1.1: Standards and Alignment)

- How are the goals for learning aligned to state content standards?
- How will technology be integrated into the lesson to support mastery of the lesson's goal(s)?
- How do you plan for activities, materials and assessments that are sequenced and relevant to the students?
- How do you decide on the segmenting of a lesson in order to provide appropriate time for student work, lesson and lesson closure?
- How do you decide on activities, materials and assessments that are appropriate for diverse learners?

Planning Domain

(Dimension 1.2: Data and Assessment)

- What assessment data was examined to inform this lesson planning?
- What are some ways you communicate your classroom and school goals to stakeholders?
- What does pre-assessment data indicate about student learning needs?
- What formal and informal techniques do you use to collect evidence of students' knowledge and skills?
- How will your assessment data help you identify student strengths and areas of improvement?.

Planning Domain

(Dimension 1.3: Knowledge of Students)

- How will this lesson demonstrate your familiarity with the students' prior knowledge, life experiences and interests?
- How will the instructional strategies provide opportunities for all students' learning needs?
- How will developmental gaps be addressed?

Planning Domain

(Dimension 1.4: Activities)

- Why is it important for teachers to ask higher order questions during a lesson?
- How do you plan for questions and opportunities for students to engage in higher order thinking and problem solving?
- How do you decide on the instructional grouping of students during a lesson?
- How do you hold groups and individuals accountable for work completed within a group?
- How do you decide on the roles individuals will have when working in groups?
- How do the activities, resources, technology and instructional materials align to the instructional goals?

Instruction Domain

(Dimension 2.1: Achieving Expectations)

- Why is it important to have academic expectations that are high and demanding for all students?
- How will you obtain evidence that most students have demonstrated mastery of the objective?
- How will students take initiative for their own learning and self-monitor their progress?

Instruction Domain

(Dimension 2.2: Content Knowledge and Expertise)

- How do you develop or select instructional strategies to teach (insert topic to be taught)?
- How do you decide on ways in which to you will connect the content to other disciplines and real-world experiences?
- How will you sequence the instruction so students understand how the lesson fits within of the discipline and real world scenarios?
- How do you plan for opportunities for students to engage in different types of thinking?

Instruction Domain

(Dimension 2.3: Communication)

- How will the goals for learning be communicated to students?
- How will you provide opportunities for students to elaborate and extend their learning?
- How do you provide for wait time when questioning during a lesson?
- Why is it important for teachers to ask higher order questions that are aligned to the lesson's objective?
- How do you communicate your expectations to your students?

Instruction Domain

(Dimension 2.4: Differentiation)

- How will the instructional strategies address all students' learning needs?
- How do you provide differentiated instructional methods within your lessons?
- How will the lesson engage and challenge students of all levels?

- Why is it important to provide varied options for student mastery?
- Why is it important to provide multiple strategies to teach and assess students?

Instruction Domain

(Dimension 2.5: Monitor and Adjust)

- How will you check for understanding during the lesson?
- How will you use student feedback to make adjustments to your instruction?
- How does student engagement impact student achievement?

Learning Environment Domain

(Dimension 3.1: Classroom Environment, Routines and Procedures)

- How do you ensure that routines, procedures and transitions are efficient in order to maximize student learning?
- How will different grouping strategies be used to encourage student responsibility for resources and materials?
- How do you build safety in the classroom, promoting open communication and/or collaboration?

Learning Environment Domain

(Dimension 3.2: Managing Student Behavior)

- What systems are in place to effectively monitor student behavior?
- How do you plan to address inappropriate behavior should that become an issue during the lesson?
- How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?

Learning Environment Domain

(Dimension 3.3: Classroom Culture)

- How do you determine/plan appropriate procedures to ensure a respectful classroom culture?
- How do you provide opportunities for students to collaborate?

Professional Practices and Responsibilities Domain

(Dimension 4.1: Professional Demeanor and Ethics)

Consider the number of required conferences due based upon the individual teacher.

- How do you model professional ethics as a teacher?
- How do you model respectful behavior and integrity as a teacher?
- How do you maintain a classroom where students are valued and respected?

Professional Practices and Responsibilities Domain

(Dimension 4.2: Goal Setting)

- What are some short and long term professional goals you have set for yourself?
- How have your professional goals had a direct impact on student performance?

Professional Practices and Responsibilities Domain

(Dimension 4.3: Professional Development)

- What are some proactive ways you further your own professional development?
- How have you supported your grade or subject level teams?

Professional Practices and Responsibilities Domain

(Dimension 4.4: School Community Involvement)

- How do you communicate the school's mission, vision and goals to families? Students? Community?
- How do you communicate a student's academic and social/emotional growth to parents/guardians?
- How have you worked collaboratively with colleagues to enhance student learning?

Observation Pacing Guide for Your School

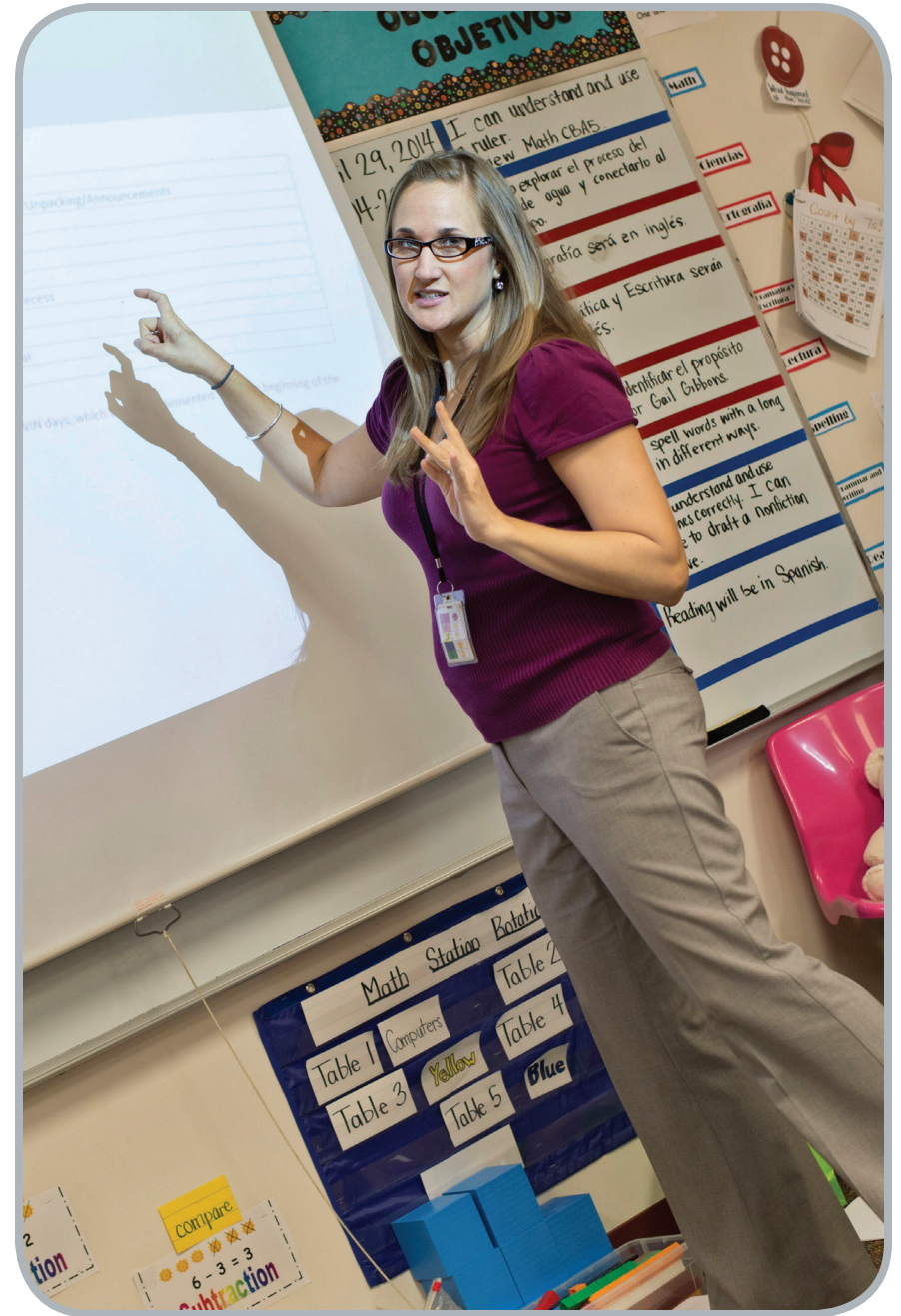
1. Number of teachers to observe _____ x 1 formal lesson-length observation _____
(Multiply the number of teachers to observe by 2 formal observations (or more,) if applicable.)
2. **Total number of formal lesson-length observations per year (total from line 1).** _____
3. Number of appraisers. _____
4. Divide line 2 total by line 3 number (full lessons each appraiser must see). _____
5. **Divide line 4 by 30 (number of observation weeks). This is the number of FULL LESSONS each observer will need to see each week to keep on track.** _____

Hints for Capturing Evidence

During the Lesson

When capturing evidence, these strategies will help you collect accurate and defensible notes.

1. **Time:** Capture the length of different segments of the lesson.
2. **Abbreviate:** It is difficult to remember everything the teacher says or does, so, when possible, abbreviate. After the lesson, review your notes and write out what you abbreviated.
3. **Verbatim:** Capture verbatim dialogue when possible. Nothing is better than direct quotes of what the teacher and/or students say. Use a T for teacher and S for student.
4. **Paraphrase:** Use parentheses to indicate that you are paraphrasing, so when you go back through your notes, you know what is paraphrased and what is verbatim.
5. **Q & F:** After you finish, go through your evidence and label all questions and feedback.
6. **Upfront Summary:** After you finish, go through your evidence and write a brief summary of the lesson.
7. **Label:** Begin to categorize your notes by labeling evidence for various dimensions on the rubric.
8. **Lesson Analysis:** Identify the lesson's primary objective and its sub-objectives.
9. **Circulate:** Circulate as necessary to collect evidence from teacher, students and student work.



Post-Conference Plan

While the T-TESS Rubric is used to observe teachers' lesson planning and instruction, their primary purpose is to provide the basis of support teachers receive for their own professional growth. This support should be provided in numerous ways from administrators and/or teacher leaders including the modeling of specific dimensions in professional development meetings, in teachers' classrooms and in the post-conference. Modeling of the indicators in professional development meetings was previously addressed in "Explanation of the T-TESS Rubric." The post-conference will be addressed in this section.

The purpose of the post-conference is to provide teachers opportunities to self-reflect on their lessons with guidance and support from the administrators or teacher leaders who conducted the evaluation. This guidance should be provided through the use of leading questions by the evaluator along with the identification of an area of reinforcement (relative strength of the lesson) and an area of refinement (area in which the evaluator needs to help the teacher improve). Therefore, the focus of the post-conference is on two dimensions or descriptors from the rubric as opposed to multiple areas. By focusing on just two areas, teachers have the opportunity to segment their own learning with support from an administrator or teacher leader. Examples of coaching questions corresponding to each dimension on the rubrics can be found in "Explanation of the T-TESS Rubric" sections.

When choosing an area of reinforcement and refinement from the rubric, observers should ask themselves several guiding questions to ensure that a teacher's professional growth will have the maximum impact on the achievement of his/her own students.

Suggested Coaching Questions on Choosing Reinforcement and Refinement Areas

1. Which areas on the rubric received the highest ratings (reinforcements) and the lowest ratings (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher's ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying, "Your questioning was great, but there were no higher order questions."
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.
7. Select refinement topics with which you have personal knowledge and teaching experience. There is nothing worse than telling a teacher they need to alter their practice and then not being able to provide specific examples for how this can be done or modeling these examples for them.

Once the areas of reinforcement and refinement have been selected, then the post-conference is developed. Below is a format for developing an effective post-conference. It is important to note that a post-conference does not begin with a presentation of the ratings, but with coaching questions which through reflection lead to the identification of the areas of reinforcement and refinement.

Post-Conference Introduction

1. **Greeting/Set the tone.** This time should be used to put the teacher at ease.
2. **Establish the length of the conference** (approximately 20-30 minutes). Ensure the teacher that you respect his/her time and have set a time limit for the conference.
3. **Review conference process.** Review the conference format with the teacher so he/she knows what to expect. Example: “Good afternoon, it was great for me to get to visit your classroom today and observe your lesson. Our purpose in meeting today is for professional growth. We will spend time discussing your lesson with a focus on your instruction and how the students were involved with the lesson. The ultimate goal will be to develop ideas on how to enhance student achievement.”
4. **Ask a general impression question.** This allows the teacher to begin the post-conference by self reflecting on his/her lesson. Example: “How do you think the lesson went?”

Reinforcement Plan

Refer to “Suggested Coaching Questions” to choose an appropriate reinforcement area.

1. **Self-analysis question.** Prompt teacher to talk about what you want to reinforce. Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the dimension you have identified as his/ her area of reinforcement as it relates to the lesson.

Example: “When you plan a lesson, how do you decide on the type and frequency of questions that you will ask?” (Refer to “Explanation of the T-TESS Rubric” sections for additional examples of coaching questions).

2. **Identify specific examples from script about what teacher did relatively well.** It is critical that the evaluator leading the post-conference provides specific examples for the lesson of when the teacher incorporated descriptors from the dimension being reinforced.

Example: “You asked a variety of questions throughout the lesson to check for student understanding. You asked numerous questions on the knowledge and comprehension level that led students to review previous learning as they identified the elements of a pictograph and defined mean, mode, median and range. You also asked them to define vocabulary within the lesson’s aim, which allowed you to restate the aim using their response. As you progressed through the lesson, you continually asked students to explain how they arrived at their answers and to explain their classmates’ responses. This type of questioning moves students to a deeper understanding of the content being taught as they must justify their thinking. You also asked questions that required students to evaluate the purpose and advantages of using a pictograph.”

Refinement Plan

Refinement area. Refer to “Hints and Questions” to choose an appropriate refinement area.

- 1. Self-analysis.** Ask a specific question to prompt the teacher to talk about what you want him or her to improve.

Utilize a question that includes specific language from the rubric which can lead the teacher to reflect on the indicator you have identified as his/her area of refinement as it relates to the lesson.

Example: “When developing lessons, how do you decide on the pacing of the lesson so sufficient time is allocated for each segment?” (Refer to “Explanation of the NIET Instructional Rubrics” for additional examples of coaching questions).

- 2. Identify specific examples from script about what to refine with a model of concrete suggestions for how to improve.**

It is critical that the evaluator leading the post-conference provides specific examples from the lesson to support the indicator being refined. This is the most important element of the plan because it models a strong example and labels why it is a strong example. This provides support for the teacher as they apply the model to future lessons.

Example: “You began the lesson with an explanation of the lesson’s aim and an overview of the lesson. Modeling for students how to analyze a pictograph followed and then students were to work in groups to read a pictograph and complete questions on a worksheet. You mentioned earlier that you wanted students to be able to work in groups and then report their findings. However, there was not sufficient time for this to occur during the lesson. As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph.”

For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your evaluation question.”

- 3. Recommendations.** Provide specific examples of what to refine with suggestions that are concrete. Also indicate why the example is strong and how it will improve student learning.

Example: “As you modeled how to analyze a pictograph, students could have worked with their group members to answer your questions prior to you providing the answer. Then they could have reported to the class their findings. This would have still allowed you to model, but would have also allowed students to work together to analyze the pictograph. For students that may not have required this review, they could have worked independently in a group to analyze their own pictograph while the rest of the class participated in your modeling. This would have also allowed you to differentiate the pacing of the lesson to provide for students who progress at different learning rates. This lesson could also have been segmented into two different lessons. Your modeling with class participation could have been one lesson and then the group activity could have been the next day’s lesson. This type of segmenting would also have provided sufficient time for more students to master the lesson’s objective and for you to provide a clear closure based on the lesson’s aim along with your observation question.”

- 4. Share the performance ratings.**

To provide additional guidance in developing an effective post-conference, observers should refer to this rubric, utilized in rating a conference plan.

POST-CONFERENCE WRITE-UP SCORING RUBRIC			
	DISTINGUISHED (5)	PROFICIENT (3)	IMPROVEMENT NEEDED (1)
Reinforcement Area	<ul style="list-style-type: none"> Identifies the standard where the teacher is Distinguished Utilizes language from the Instruction standard 	<ul style="list-style-type: none"> Identifies a standard where the teacher is Proficient Utilizes some language in the Instruction standard 	<ul style="list-style-type: none"> Identifies a standard where the teacher is in need of improvement Reinforcement area is ambiguous
Refinement Area	<ul style="list-style-type: none"> Identifies the major area of weakness Refinement area is unambiguous, explicit, and utilizes the language in the Instruction domain 	<ul style="list-style-type: none"> Identifies an area of weakness Refinement area utilizes the language in the standard 	<ul style="list-style-type: none"> Does not address a needed area of improvement Refinement area is ambiguous
Reinforcement Self-Analysis Questions	<ul style="list-style-type: none"> Open-ended questions that focus on the reinforcement area Questions use language explicitly tied to the Instruction standard to be reinforced 	<ul style="list-style-type: none"> Questions focus on the reinforcement area Questions use some language from the Instruction standard to be reinforced 	<ul style="list-style-type: none"> Questions are not well focused on the reinforcement area Questions are not well connected to Instruction standards language
Refinement Self-Analysis Questions	<ul style="list-style-type: none"> Open-ended questions that focus on the refinement area Questions use language explicitly tied to the Instruction standard to be refined 	<ul style="list-style-type: none"> Questions focus on the refinement area Questions use some language from the Instruction standard to be refined 	<ul style="list-style-type: none"> Questions are not well focused on the refinement area Questions do not provide language from the Instruction domain
Reinforcement Evidence	<ul style="list-style-type: none"> Evidence clearly exhibits the teacher's major strength by explicitly integrating specific examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies the teacher's strength by providing some examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies an incorrect area of strength
Refinement Evidence	<ul style="list-style-type: none"> Evidence clearly exhibits the teacher's major area for improvement by explicitly integrating specific examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies the teacher's major area for improvement by providing some examples from the teacher's observed practice 	<ul style="list-style-type: none"> Evidence identifies an incorrect area of improvement
Recommendations	<ul style="list-style-type: none"> Recommendations are clear, appropriate, aimed at identified area of refinement, logically sequenced and presented in a concise manner that will result in improved instruction in the identified area of refinement 	<ul style="list-style-type: none"> Recommendations are clearly connected to identified area of refinement, are appropriate and, if carried out, will result in improved instruction in refined area 	<ul style="list-style-type: none"> Recommendations absent, vague, inappropriate, unrelated to identified refinement or not aimed at improved instruction in area refined

Instructions and Process Online Certification Assessment

To become a certified appraiser, you will complete a two-step process online.

1. View and appraise a teacher lesson.
2. Answer eight questions regarding the post-conference process.

Directions

You will need to log in to the training portal with the username and password provided.

From the menu of choices listed, please select “Certification.”

Step 1A. Observe a Lesson

First, you will be asked to watch an entire video recorded lesson. Please note that you may pause the video momentarily, but you must view the entire video without navigating away from the page in order to appraise it.

Step 1B. Appraise the Lesson

Having completed watching the video, you are now ready to appraise it. When you click the NEXT button, you will be presented with the Instruction and Learning Environment Domains. Select the best rating for each dimension in these domains.

When you click NEXT, your ratings are compared to the T-TESS Raters’ ratings and when you receive a passing message, you are prompted to continue to Step 2.



Step 2. Post-Conference

In this portion of the Observer Certification, you will be presented a series of questions regarding the post-conference.

Upon successful completion of this step, you will be presented an opportunity to print your certificate!

If You Do Not Pass

If you do not successfully complete either portion of the process, you can retake the test. You are encouraged to take advantage of your online and printed resources to prepare for the next opportunity.

Online Certification Instructions

Follow these instructions carefully. For additional support, click “Contact Us” at the top of the web site and view the Frequently Asked Questions, or download the Certification User Guide from the Online Certification / Get Started page.

Allow Time to Certify

- Allow 60 to 90 minutes of reliable high-speed internet connectivity to complete the two-step process that includes videos viewing. If your wireless service is sometimes unreliable, use a direct cable connection.
- Step 1 (Observe a Lesson) must be completed and passed before proceeding to Step 2 (post-conference).
- At the end of the video choose “Play Again” or click “Close” at the bottom of the screen to go to the “Next” button.
- If you get interrupted or lose your Internet connection you will need to start that portion over again.

Step 1. Check Your Web Browser Set Up

- PC Users should use Internet Explorer as their browser.
- Mac User should use Safari as their browser.
- You must install the Flash Player for this module. If the system does not prompt you, go to: <http://get.adobe.com/flashplayer> to download this free product.

Step 2. Go to the Web Site: www.teachfortexas.org

- Close any additional browser windows or tabs.
- For best results, set your pop-up blocker to “allow pop-ups from this site.”
- Refer to the FAQs, 7 if you need assistance.

Step 3. Retrieve Your Information and Login

- Click Login / Forgot Password / Enter Your Email Address
- **TIP!** If you see a GREEN OK indicator, an email from support@niet.org is immediately sent, and should be to you within 10 min.
- **TIP!** If you get a RED indicator, the wrong email has been provided and set-up for you. Click “Contact Us” at the bottom of the page.
- If you do not receive the email within 10 minutes, it may be caught in your email Junk Folder or Spam Filter. For assistance, please contact your email administrator with the information in this step.
- Upon your first Login, you will be prompted to review the terms and conditions of the website, and accept them at the bottom of the page.

Step 4. Select the Online Certification Module from the Main Menu

- **TIP!** Once you click BEGIN, **do not** use your browser’s “back” or “refresh” buttons. Using either of these buttons at anytime throughout the certification module will result in a reload, and the loss of your currently active session.
- **TIP!** If you lose your Internet connection, or otherwise exit the system prior to completion of the current step, you will be required to start at the beginning of the step when you re-enter the system.

Step 5. Print Your Certificate

- Congratulations. Upon successful completion of Step 2, you will be able to print your certificate. If you are not presently connected to a working printer, no problem! You will have the opportunity to print a copy at anytime during the current school year.

If You Do Not Pass

- Step 1. Please review the recommended resources on the portal. It is highly recommended that you review the resources on the portal before attempting to test again.
- Step 2. After you review the recommended resources you may attempt to test again.
- In the meantime, you are encouraged to take advantage of your online and printed resources to prepare for the next opportunity.



Notes:

TEXAS

Teacher Evaluation and Support System



TEATM
TEXAS EDUCATION AGENCY