



T-TESS

Texas Teacher Evaluation & Support System

Rubric Flipchart

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

-Benjamin Franklin

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

-James Cash Penney

Special thanks to Syd Sexton at Region 17 for your dedication to helping appraisers understand and embrace T-TESS.

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

T-TESS Requirements/Recommendations from TEA

1.1: The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<ul style="list-style-type: none"> • All rigorous and measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • All activities, materials and assessments that: <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. 	<ul style="list-style-type: none"> • All measurable goals aligned to state content standards. • Integration of technology to enhance mastery of goal(s). • 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 that are aligned and logically sequenced to the lesson's goal. 	<ul style="list-style-type: none"> • All goals aligned to state content standards. • Integration of technology when applicable. • 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 that are aligned to the lesson's goal. 	<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
1.1 Standards and Alignment



Planning, Dimension 1.1

- Aligned goals, standards, and objectives
- Lesson structure/design and pacing
- Technology integration



To start the conversation, consider:

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

1.2: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<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. Consistent feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining 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. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students and incorporates appropriate diagnostic, formative and summative assessments data into lesson plans. Consistent feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. Analysis of student data connected to specific instructional strategies and uses results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success. 	<ul style="list-style-type: none"> Formal and informal assessments to monitor progress of all students. Substantive, specific and timely feedback to students, families and other school personnel while maintaining confidentiality. Analysis of student data connected to specific instructional strategies. 	<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
Teacher-Centered Actions →

Planning1.2 Data and Assessment



Planning, Dimension 1.2

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



You could ask:

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

1.3: Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, life experiences, interests and future learning expectations across content areas. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each others' learning. 	<ul style="list-style-type: none"> • All lessons that connect to students' prior knowledge, life experiences and future learning expectations. • Opportunities for students to utilize their individual learning patterns, habits and needs. 	<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 ←

→ Teacher-Centered Actions

Planning

1.3 Knowledge of Students



Planning, Dimension 1.3

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



You could ask:

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