



**TEXAS TEACHER EVALUATION
AND SUPPORT SYSTEM
TRAINING FOR
UNIVERSITY FIELD SUPERVISORS**

SEPTEMBER 9, 2022

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Workshop Objectives

- Define Great teaching
- Explain and give examples of Highest Leverage Practices
- Become familiar using the TTESS Rubric
- Practice Scoring using the TTESS Rubric



GREAT TEACHING

A Great Teacher has....



*GREAT TEACHING RESEMBLES LOVE,
MOST PEOPLE KNOW WHAT IT LOOKS
LIKE BUT OFTEN FIND IT HARD TO
DEFINE.*



HIGHEST LEVERAGE PRACTICES

Highest Leverage:

High-leverage practices are the fundamentals of teaching. These practices are used constantly and are critical to helping students learn important content.

The high-leverage practices are also central to supporting students' social and emotional development. These high-leverage practices are used across subject areas, grade levels, and contexts.

They are “high-leverage” not only because they matter to student learning but because they are basic for advancing skill in teaching.

Highest Leverage

Dr. Jim Knight defines Highest leverage teaching practices as those that have the greatest effect on student learning. He has identified four key high-impact areas:

1. Classroom management
2. Content planning,
3. Instruction, and
4. Assessment for learning

Dr. Knight has stated that, ““Every year, the computer gets better and better,” said Knight, “but we have a lot of teaching practices produced in 1984 that look exactly the same today.” Do you agree with his statement?

Highest Leverage: Classroom Management

Teachers with excellent classroom management skills:

- Provide structure by listing activities and transition times.
- Explicitly teach students their expectations.
- For example, students need to know what kinds of conversation are appropriate during transitions versus group activities or teaching or test taking.
- Praise more than they criticize students.

Knight said our students are like plants in a window that lean toward sunlight. In other words, students respond by acting in ways that gain them more positive reinforcement.

Highest Leverage: Classroom Management

The coach's role is to look for how teachers are working with students, to measure that, and to help teachers to improve by looking at the data collected. Coaches can observe teachers and ask:

- Are students engaged?
- How many disruptions to learning occur during class?
- How often does the teacher praise students compared with how often she corrects them?
- Do students know how they are expected to act during activities and transitions?

Highest Leverage: Content planning

Keith Lenz suggests that teachers will be more effective if they are intentional about what they teach. Becoming intentional can involve such activities as developing essential questions for a unit and then mapping lessons for students.

Knight said that, Teachers should vary their questions according to the levels in taxonomies such as those created by Bloom or Costa, with higher-level thinking questions that prompt students to go beyond regurgitating information.

Highest Leverage: Instruction

Knight makes a distinction between two kinds of learning: mechanical and metaphorical learning.

- Mechanical learning occurs when students learn information that has very clear, correct answers, such as two times two equals four or the names of the five Great Lakes. Mechanical learning, he said, is best taught through an intensive- explicit or direct instruction approach.
- The constructivist approach for “metaphorical knowledge” provides learning opportunities that empower students to make their own sense of what they are learning. Constructivist teaching practices include:
 - Cooperative learning;
 - Experiential and project-based learning;
 - High-level questioning;
 - Journaling and other thinking devices.

Highest Leverage: Assessment for learning

Assessment of learning involves:

- identifying essential questions (this usually happens during the content planning phase);
 - determining the correct answers to those questions (which might involve developing short propositional statements or rubrics)
 - creating checks for understanding so that teachers and students know how well they are performing
-
- Knight states that, “Teachers should be able to look at the class and know where every student is and every student should know where they are in terms of progress in class”.

Higher Order thinking : Arthur Costa's Levels of Inquiry

- Costa's Levels of Inquiry is an important aspect of curriculum. Inquiry-based learning focuses on the student as learner, developing skillful, open-ended questioning skills.
- Being able to recognize different levels of questions is beneficial for all students in many areas of learning.
- Understanding the three levels of questions explained below, designed by Costa, is critical for student success

Higher Order thinking : Arthur Costa's Levels of Inquiry

Level One Questions (Text Explicit)

Readers can point to one correct answer right in the text. Words found in these questions include:

- defining
- observing
- describing
- naming
- identifying
- reciting
- noting
- listing

Level 1 statement

- Define irony. (English)
- Identify the starting date of the American Revolution. (History)
- Define tangent. (Math)
- Define photosynthesis. (Science)

Techniques of Questioning

A LEVEL ONE QUESTION REQUIRES A PERSON TO:

1) <u>define</u>	What's the definition of "lunar eclipse?" (<u>define</u>)
2) <u>describe</u>	How can we express the equation $2x(4-5y) + 3y = 26$ in three different ways? (<u>list</u>)
3) <u>identify</u>	
4) <u>list</u>	
5) <u>name</u>	
6) <u>observe</u>	
7) <u>recite</u>	
8) <u>scan</u>	What does the chart show? (<u>scan</u>)

Higher Order thinking : Arthur Costa's Levels of Inquiry

Level Two Questions (Text Implicit)

Readers infer answers from what the text implicitly states, finding answers in several places in the text. Words found in these questions include:

- analyzing
- grouping
- synthesizing
- comparing/contrasting
- inferring
- sequencing

Level 2 Statement

- Compare and contrast Mr. Frank and Mr. Van Daan in Anne Frank: Diary of a Young Girl. (English)
- Analyze the causes of the American Revolution. (History)
- Compare the square root of 49 to the square root of 64. Which is greater? (Math)
- Diagram and order the stages of photosynthesis. (Science)

Techniques of Questioning

A LEVEL TWO QUESTION REQUIRES A PERSON TO:

1) analyze	In <u>Native Son</u> , how does Bigger Thomas' violence against his gang members reveal a deeply rooted fear of people? (<u>analyze</u>)
2) compare	
3) contrast	In "The Bet" how do the lawyer and the banker differ in their attitude toward capital punishment? (<u>contrast</u>)
4) group	
5) infer	If the moon is full Aug. 17, July 18, and June 19, when will it be full in April? (<u>infer</u>)
6) sequence	
7) synthesize	How does the term "manifest destiny" capture the essence of western expansion in the US? (<u>synthesize</u>)

Higher Order thinking : Arthur Costa's Levels of Inquiry

Level Three Questions (Experience Based)

Readers think beyond what the text states. Answers are based on reader's prior knowledge/experience and will vary. Words found in these questions include:

- evaluating
- judging
- applying a principle
- speculating
- imagining
- predicting
- hypothesizing

Level 3 Statement

- Predict how Charlie Gordon will change after his operation in Flowers for Algernon. (English)
- Imagine you were a soldier fighting in the Civil War. How would you feel? (History)
- Apply the Pythagorean theorem to the find the measurement of this triangle. (Math)
- Diagram the stages of photosynthesis and predict how long each takes. (Science)

Techniques of Questioning

A LEVEL THREE QUESTION REQUIRES A PERSON TO:

1) apply a principle	Using the principle of the “communicative property.” How can we find out the number of apple trees in an orchard having 15 rows, 5 trees each? (<u>apply</u>)
2) evaluate	
3) hypothesize	
4) imagine	
5) judge	Which of the characters in <u>Great Expectations</u> suffered the most? (<u>judge</u>)
6) predict	
7) speculate	In <u>Catcher in the Rye</u> , how might Phoebe, years later, describe Holden to her children? (<u>speculate</u>)

Comparing the DOK, Bloom, and Costa Frameworks

DOK Levels	Bloom's Taxonomy	Costa's Level of Questioning
Level 1: Recall Information	<p>Remembering: Exhibit memory by recalling information such as facts, terms and basic concepts</p> <p>Understanding: Demonstrate facts and ideas by organizing, comparing, and stating main ideas</p>	<p>Level 1: Basic Input/ Gathering Information</p> <p>Complete, Define, Identify, List, Observe, Scan, Select</p>
Level 2: Skills and Concepts	<p>Applying: Use information to solve problems in new situations by applying facts and techniques in different ways</p> <p>Analyzing: Understanding relationships among concepts or make inferences and find evidence to support generalizations</p>	<p>Level 2: Processing Information</p> <p>Compare, Distinguish, Infer, Make Analogies, Synthesize</p>
Level 3: Strategic Thinking	<p>Evaluating: Present and defend opinions by making judgments about information, validity of ideas, or quality of work based upon a set of criteria</p>	<p>Level 3: Creating Your Own Ideas</p> <p>Evaluate, Generalize, Imagine, Predict, Judge, Hypothesize</p>
Level 4: Extended Thinking	<p>Creating: Compile information in a different way by combining elements in a new pattern or proposing alternate solutions</p>	



TTESS RUBRIC

What is TTESS?

T-TESS strives to capture the holistic nature of teaching – the idea that a constant feedback loop exists between teachers and students and gauging the effectiveness of teachers requires a consistent focus on how students respond to their teacher’s instructional practices.

T-TESS is a process that seeks to develop habits of continuous improvement, and the process itself best leads to that outcome when appraisers and teachers focus on evidence-based feedback and professional development decisions based on that feedback through ongoing dialogue and collaboration.

○ Rubric Overview

Four Domains of the T-TESS Rubric

Planning

1. Standards and Alignment
2. Data and Assessments
3. Knowledge of Students
4. Activities

Instruction

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

Learning Environment

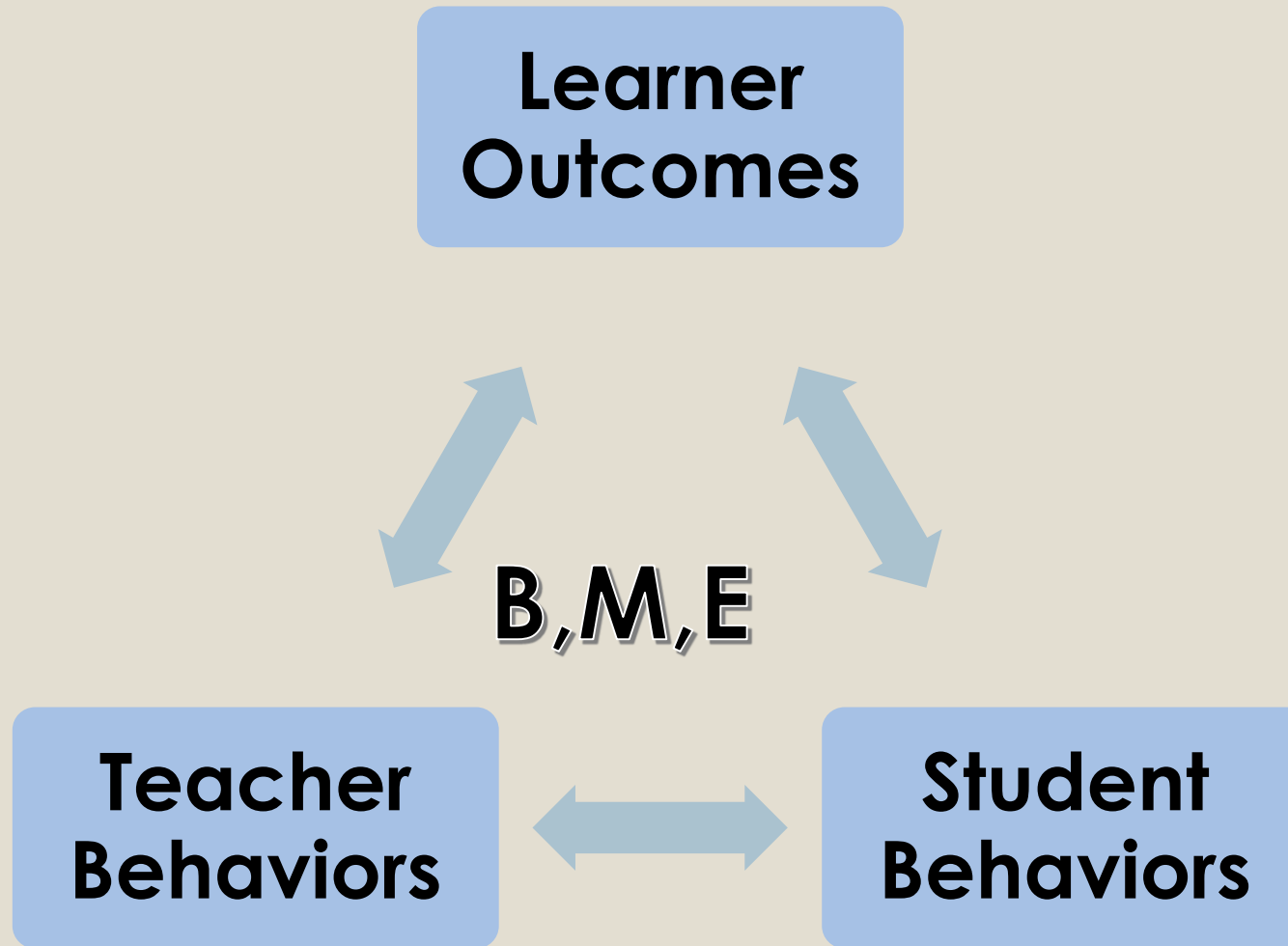
1. Classroom Environment, Routines and Procedures
2. Managing Student Behavior
3. Classroom Culture

Professional Practices and Responsibilities

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

- T-TESS Triangle

- Evaluation Focus



cause and effect

○ The Rubric

...created by a steering committee comprised of Texas Educators based on best practices and research.

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

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <p>Instructional Planning Includes:</p> <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, student and lesson closure deepen understanding of broader unit and course objectives are vertically aligned to state standards are appropriate for diverse learners 	<p>Instructional Planning Includes:</p> <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 when applicable. 	<p>Instructional Planning Includes:</p> <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 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. 	<p>Instructional Planning Includes:</p> <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. 	<p>Instructional Planning Includes:</p> <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.
<p>Possible Sources of Evidence:</p> <ul style="list-style-type: none"> Conferences and conversations with the teacher Formal observations/Walkthroughs Classroom Artifacts Student Growth Processes 				

Standards and Alignment (Dimension 1.1)					
	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Dimension 1.1 Standards and Alignment:</p> <p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Possible Sources of Evidence: conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes</p>	<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.

Effective Elements Summary

- Rigorous and measurable goals aligned to state content standards
- Student engagement and interaction
- Alignment of activities and materials throughout lesson
- Student relevancy
- Teacher displays content knowledge
- Numerous checks for mastery
- Teacher asks probing questions to extend learning
- Evidence of student mastery of the objective
- Differentiation

○ T-TESS Rubric Overview

Planning

- Standards and Alignment
- Data and Assessment
- Knowledge of Students
- Activities

Instruction

- Achieving Expectations
- Content Knowledge and Expertise
- Communication
- Differentiation
- Monitor and Adjust

Learning Environment

- Classroom Environment, Routines, and Procedures
- Managing Student Behavior
- Classroom Culture

Professional Practices and Responsibilities

- Professional Demeanor and Ethics
- Goal Setting
- Professional Development
- School Community Involvement

T-TESS Rubric

INSTRUCTION					
Communication (Dimension 2.3)					
Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 →

T-TESS Rubric

INSTRUCTION				
Communication (Dimension 2.3)				
Dimension 2.3 Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	NEEDS DEVELOPMENT
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	← STUDENT-CENTERED ACTIONS		TEACHER-CENTERED ACTIONS →	

Domain

T-TESS Rubric

INSTRUCTION					
Communication (Dimension 2.3)					
Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods Uses peer-to-peer communication to support understanding and their Uses peer-to-peer communication to address misunderstandings and points in lessons Provides explicit instruction on misconceptions, exploration and Provides explicit instruction on clear and concise verbal and written communication and correct Asks questions that require evaluative responses at levels that require deeper learning and build 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. 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student misunderstandings and responds with appropriate teaching strategies. Asks questions that require students to understand and apply level questions that focus on the objective of the lesson and provoke discussion. Uses probing questions to clarify and elaborate learning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	

Dimension

T-TESS Rubric

INSTRUCTION					
Communication (Dimension 2.3)					
Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> 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. Provides explanations that are clear and coherent using verbal and written communication that is accurate and correct. Asks questions at appropriate 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. 	<ul style="list-style-type: none"> 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 misunderstandings of the lesson and provoke thought and discussion. Skillfully uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 accurate but is characterized by a lack of grammar; with limited communication. 	<ul style="list-style-type: none"> 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 a lack of grammar; with limited communication.
	← STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS →	

Descriptors

Descriptors

T-TESS Rubric

Performance Levels

Communication (Dimension 2.3)					
Dimension 2.3	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
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	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →	

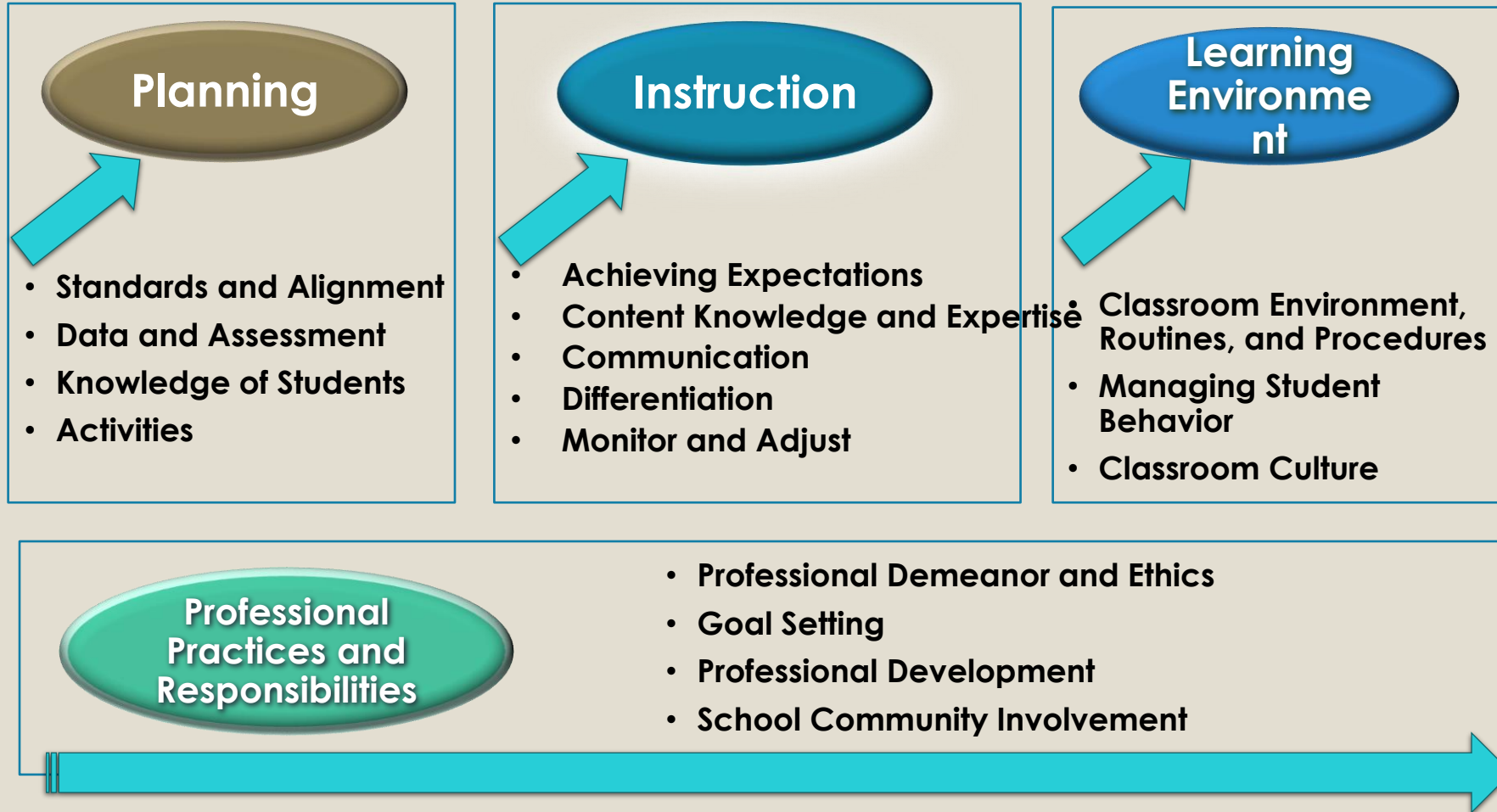
Student-Centered Actions

Teacher-Centered Actions

○ “Proficient”

- The term “Proficient” is written in statute; thus, it is also included in the rubric to define rock-solid teaching.
- A campus with predominately “Proficient” teachers is representative of a strong, effective campus where teacher and student performance is strong.
- As teachers embrace the notion that T-TESS is an appraisal process with an embedded development process itself, it will be clear that the “Accomplished” and “Distinguished” performance levels are growth opportunities for the refinement of their professional craft.
- It will take time and attention to recalibrate at the local and state levels. Our messaging is key.
- Once teachers embrace this message, the focus on the scoring label dissipates. When it hasn't, the signal for campus leadership is that the message hasn't been received and embraced.

T-TESS Rubric Overview



		INSTRUCTION				
		DISTINGUISHED The Teacher:	ACCOMPLISHED The Teacher:	PROFICIENT The Teacher:	DEVELOPING The Teacher:	IMPROVEMENT NEEDED The Teacher:
INSTRUCTION Dimension 2.3	<p>Dimension 2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p> <p>Sources of Evidence: Pre-Conference, Formal Observation</p>	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of <u>tools and methods</u> with the teacher and their peers. Uses possible student <u>misunderstandings</u> at strategic points in lessons to <u>highlight misconceptions and inspire exploration and discovery</u>. 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 <u>require a deeper learning and broader understanding of the objective</u> of the lesson. <u>Skillfully balances wait time, questioning techniques and integration of student responses</u> to support student-directed learning. <u>Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.</u> 	<ul style="list-style-type: none"> Establishes classroom practices that encourage all students to communicate effectively, including the use of <u>visual tools and technology</u>, with the teacher and their peers. <u>Anticipates</u> possible student misunderstandings and proactively develops techniques to <u>address obstacles to learning</u>. Provides explanations that are <u>clear and coherent</u> and uses verbal and written communication that is clear and correct. Asks questions at the <u>creative, evaluative and/or analysis</u> levels that focus on the objective of the lesson and provoke <u>thought and discussion</u>. <u>Skillfully</u> uses probing questions to clarify, elaborate and extend learning. Provides wait time when questioning students. 	<ul style="list-style-type: none"> Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. Recognizes student <u>misunderstandings</u> 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. 	<ul style="list-style-type: none"> Leads lessons with <u>some opportunity for dialogue, clarification or elaboration</u>. Recognizes student misunderstandings but has a <u>limited ability to respond</u>. Uses verbal and written communication that is <u>generally clear with minor errors of grammar</u>. Asks remember and understand level questions that focus on the objective of the lesson but do little to <u>amplify discussion</u>. 	<ul style="list-style-type: none"> Directs lessons with <u>little opportunity for dialogue, clarification or elaboration</u>. Is sometimes unaware of or <u>unresponsive to student misunderstandings</u>. Uses verbal communication that is characterized by <u>inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure</u>. Rarely asks questions, or asks questions that do not <u>amplify discussion or align to the objective</u> of the lesson.
		<p>Examples of verbal and written communication are evident in various aspects of instruction.</p> <p>There is evidence of two-way communication between the teacher and students, and peer to peer. Messages are sent and received.</p> <p>Questions are at these three levels, tied to the objective, and discussion is occurring.</p> <p>Teacher and students use probing questions to clarify content and process throughout the lesson.</p> <p>The teacher sees misunderstandings based on student difficulties and is responding with different teaching tech.</p> <p>Look for's: - Two-way communication - Anticipating misunderstandings - Verbal & Written communication - Questioning, wait time - Technology & Visual Tools</p>				

Communication (Instruction)

The teacher sees misunderstandings based on student difficulties and responds with different teaching

There is evidence of two-way communication between the teacher and students, and peer to peer. Messages are sent and received.

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students use probing questions throughout the lesson to clarify content and processes.

Examples of verbal and written communication are evident in various

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Look Fors:

- Two-way communication: T-S and P-P
- Anticipating misunderstandings
- Verbal and written communication
- Questioning/wait time
- Technology/visual tools

Look Fors

Achieving Expectations	<ul style="list-style-type: none">• High, challenging expectations• Mastery of the objective• Student mistakes/self-corrections• Student initiative/self-monitoring
Content Knowledge and Expertise	<ul style="list-style-type: none">• Content knowledge in multiple contexts• Objectives tied to other disciplines (Cross-disciplinary)• Anticipating misunderstandings and teaching techniques• Thinking/HOTS – Higher Order Thinking Skills• Sequencing and linking instruction
Differentiation	<ul style="list-style-type: none">• Individualized lessons• Monitoring participation and performance• Differentiated content and methods (process)• Recognizing confusion and disengagement

○ Look Fors

Monitor and Adjust	<ul style="list-style-type: none">• Monitor and adjust instruction and activities• Adjustments to maintain engagement• Monitors “Behaviors”• Checking for understanding• Questioning and academic feedback
Classroom Environment, Routines and Procedures	<ul style="list-style-type: none">• Procedures, routines and transitions• Management of supplies/equipment• Safety and organization

Scripting Hints and Tips

1. Time
2. Abbreviate
3. Verbatim
4. Parenthesis/Paraphrase
5. Questions, Answers and Feedback
6. Upfront Summary
7. Label
8. Lesson Analysis
9. Circulate

Sample Evidence Collection Notes

Today we are going to examine the causes and effects of manifest destiny.

When you hear the word destiny, what do you think of?

S: Something that's meant to be
Okay, so the idea was meant to be - what about manifest? Tim, please use your iPad to look up manifest for us.

SA-obj

Comm/2's
R/L

Comm-Tech

Collective Evidence is Essential

Detailed Collection of Evidence:

Unbiased notes of what occurs during a classroom lesson.

Capture:

- what the teacher says
 - what the teacher does
 - what the students say
 - what the students do
- Copy wording from visuals used during the lesson.
 - Record time segments of lesson.

The collection of detailed evidence is **ESSENTIAL** for the observation process to be implemented accurately, fairly, and for the intended purpose of the process.

Strategically
Scripting

View a Lesson

Watch the following less and score the following:

- Content Knowledge and Expertise
- Monitor and Adjust
- Classroom culture

7th Grade

Math

38:07

