

Texas Teacher Evaluation and Support System (T-TESS) Rubric

LESSON INTERNALIZATION					
Standards and Alignment (Dimension 1.1)					
Dimension 1.1 Standards and Alignment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>The teacher internalizes the unit/ lesson to deepen their understanding of content, research-based instructional strategies and identifies the vocabulary to ensure lessons reflect best practice, align with standards and are appropriate for diverse learners.</p> <p>Standards Basis: 1A, 1B, 3A, 3B, 3C</p> <p>Potential 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"> • Reviews the lesson(s) to understand how all rigorous and measurable goals are aligned to state content standards. • Analyzes how all activities, materials, and assessments: <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 • Understands how objectives are aligned and logically sequenced to the lesson’s goal to provide relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • Reviews the lesson(s) to understand how all measurable goals are aligned to state content standards. • Analyzes how all activities, materials, and assessments: <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 • Understands how all objectives are aligned and logically sequenced to the lesson’s goal. • Integration of technology to enhance mastery of goal(s). 	<ul style="list-style-type: none"> • Reviews the lesson(s) to understand how all goals are aligned to state content standards • Analyzes how all activities, materials, and assessments: <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. • Understands how all objectives are aligned to the lesson’s goal. • Integration of technology when applicable. 	<ul style="list-style-type: none"> • Reviews the lesson(s) to understand how most goals are aligned to state content standards. • Analyzes how most activities, materials, and assessments: <ul style="list-style-type: none"> ○ are sequenced ○ sometimes provide appropriate time for lesson and lesson closure • Understands how most objectives are aligned and sequenced to the lesson’s goal. 	<ul style="list-style-type: none"> • Reviews the lesson(s) to understand how few goals are aligned to state content standards. • Analyzes how few activities, materials, and assessments: <ul style="list-style-type: none"> ○ are sequenced ○ rarely provide time for lesson and lesson closure • Understands how few objectives are aligned and sequenced to the lesson’s goal.
	<p style="text-align: left;">STUDENT-CENTERED ACTIONS ←</p> <p style="text-align: right;">→ TEACHER-CENTERED ACTIONS</p>				

LESSON INTERNALIZATION
Data and Assessment (Dimension 1.2)

Dimension 1.2 Data and Assessment:	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<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>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Evaluates curriculum embedded 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"> Evaluates curriculum embedded formal and informal assessments to monitor progress of all students and incorporates 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"> Evaluates curriculum embedded 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"> Evaluates curriculum embedded 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"> Evaluates few curriculum embedded formal and informal assessments to monitor student progress. Few opportunities for timely feedback to students or families. Utilization of few sources of student data.
<p>STUDENT-CENTERED ACTIONS ← ————— → TEACHER-CENTERED ACTIONS</p>					

LESSON INTERNALIZATION					
Knowledge of Students (Dimension 1.3)					
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 while maintaining the integrity of the instructional resources. Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
		<ul style="list-style-type: none"> Implements 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"> Implements 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"> Implements 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"> Implements 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.
STUDENT-CENTERED ACTIONS ←			→ TEACHER-CENTERED ACTIONS		

LESSON INTERNALIZATION

Activities (Dimension 1.4)

Dimension 1.4	DISTINGUISHED	ACCOMPLISHED	PROFICIENT	DEVELOPING	IMPROVEMENT NEEDED
<p>Activities: The teacher understands the lesson objectives and the level of rigor from a student perspective to ensure engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p> <p>Potential Sources of Evidence: Conferences and conversations with the teacher; formal observations and walkthroughs; classroom artifacts; student growth processes; analysis of student data</p>	<ul style="list-style-type: none"> Prioritizes 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. Analyzes and applies 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"> Prioritizes 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. Analyzes and applies 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"> Prioritizes 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. Analyzes and applies activities, resources, technology, and instructional materials that are all aligned to instructional purposes. 	<ul style="list-style-type: none"> Prioritizes 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. Analyzes and applies 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. Analyzes and applies activities, resources, technology and/or instructional materials misaligned to instructional purposes.
<p>STUDENT-CENTERED ACTIONS ←—————→ TEACHER-CENTERED ACTIONS</p>					

