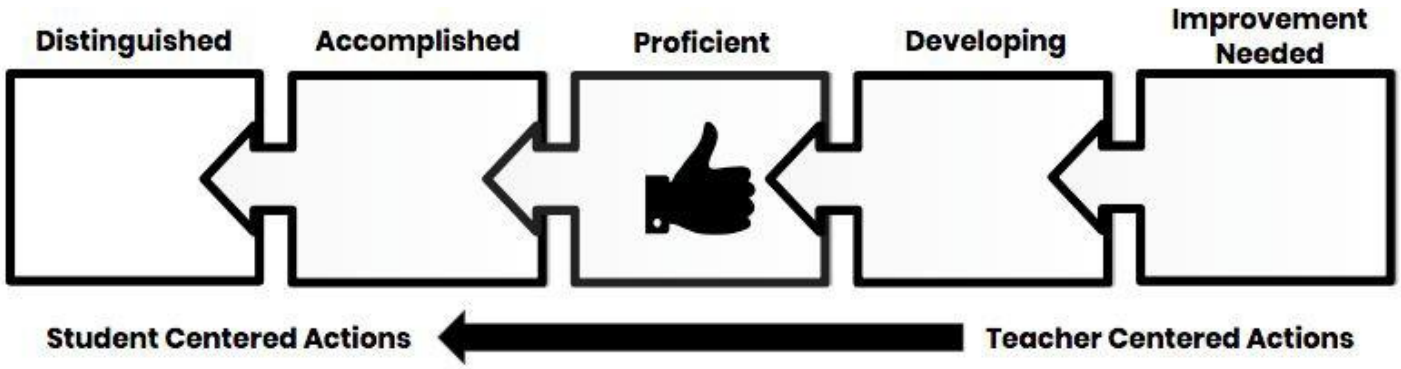
T-TESS Rubric Review



- **Proficient** is ROCK SOLID teaching!
- The Rubric Reads from Right to Left
- The rubric focuses on the partnership between teachers and students and you will see language about roles throughout the rubric.
- We do not average scores but use the rubric as 16 separate reflection points to inform growth.

T-TESS Rubric Look Fors

Planning

1.1: Standards & Alignment	1.2: Data & Assessment	1.3: Knowledge of Students	1.4: Activities
• Standards & Content are aligned • Sequential, relevant, well-paced lesson • Objectives are aligned to lesson goals • Technology integrated as needed	• Informal & formal Assessments • Consistent feedback (students, family, school personnel) • Analyze Student Data	• Connect learning to prior know & experience • Adjust inst. based on gaps & strengths • Students utilize individual learning patterns, habits, & needs	• Questioning for all students at a higher level • Variety of grouping strategies based on students' needs students understand group roles • all components/ resources align to instructional purposes

Instruction

2.1: Achieving Expectations	2.2: Content Knowledge & Expertise	2.3: Communication	2.4: Differentiation	2.5: Monitor & Adjust
• Acad. Expectations challenge all • Persists w/ lesson until evidence that most students have mastered • Addresses students' • mistakes & follows • through mastery • Provides students • opportunities to take • initiative on their learning	• Teaches correct content • Integrates learning other disciplines • Anticipates possible misunderstanding • Provides opportunities • to use different types of thinking • Accurately reflects how fits w/ in discipline & state standard	• Two-way communication • Recognizes misunderstandings & responds w/ techniques to clarify concepts	• Differentiated instruction for all • Monitors quality of participation and performance • Differentiated instruction for all • Prevention of confusion/disengage ment differentiation	• Input from student to monitor & adjust inst. & activities • Adjust instruction & activities to maintain engagement • Monitor students behaviour/responses for engagement & understanding

Learning Environment

3.1: Classroom Environment, Routines, & Procedures	3.2: Managing Student Behaviour	3.3: Classroom Culture
• Procedures, routines, & transitions clear and consistent • Management of supplies & equipment • Safety and organization of space	• (+) student behaviour • S-T mutual respect/relationship • Consistency of Behaviour standards • Students understand & respect class behaviour expectations	• Activities & grouping engage students in relevant and meaningful learning • Positive rapport among students

Professional Practices and Responsibilities

4.1: Professional Demeanor & Ethics	4.2: Goal Setting	4.3: Professional Development	4.4: School Community Involvement
• Follow code of ethics • Meets professional standards • Advocates for students in class	• Goals = short and long term • Self-assessment with professional goals	• Collaboratively participates in PD • A = leads others & supports school imp. Plan • D = seeks resources, develops & fulfills school & district plan	• Communicates with families regularly about academic & s/e growth • Participate in school outreach activities • Communicates missions/visions/goals