

T-TESS DISTINGUISHED PRACTICES IN THE STUDENT-CENTERED CLASSROOM

PLANNING	Standards and Alignment: The teacher designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	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).
	Data and Assessment: The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.	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 schoolwide 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.
	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.	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.
	Activities: The teacher plans engaging, flexible lessons that encourage higher order thinking, persistence and achievement.	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.

INSTRUCTION	Achieving Expectations: The teacher supports all learners in their pursuit of high levels of academic and social- emotional success.	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.
	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.	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).
	Communication: The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	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.
		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.
	Differentiation: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.
		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.
	Monitor and Adjust: The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.
		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.

LEARNING ENVIRONMENT	Classroom Environment, Routines and Procedures: The teacher organizes a safe, accessible and efficient classroom.	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.
	Managing Student Behavior: The teacher establishes, communicates and maintains clear expectations for student behavior.	Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.
		Students and the teacher create, adopt and maintain classroom behavior standards.
	Classroom Culture: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	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.

PROFESSIONAL PRACTICES AND RESPONSIBILITIES	Professional Demeanor and Ethics: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	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.
	Goal Setting: The teacher reflects on his/her practice.	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.
	Professional Development: The teacher enhances the professional community.	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.
	School Community Involvement: The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	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.