Look Fors

For T-TESS Observations and Walk-Throughs

Created at *Region 17*

1.1: Standards & Alignment

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

1.2: Data & Assessment

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

1.3: Knowledge of Students

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

1.4 Activities

- Questions/HOTS
- Grouping students
- Roles and responsibilities
- Activities, resources, materials, technology
- Problem solving
- Goal setting

2.1: Achieving Expectations

- High, challenging expectations
- Mastery of the objective
- Student mistakes/self-corrections
- Student initiative/self-monitoring

2.2: Content Knowledge & Expertise

- Content knowledge in multiple contexts
- Objectives tied to other disciplines (cross-disciplinary)
- Anticipating misunderstandings and teaching techniques
- Thinking/HOTS
- Sequencing and linking instruction

2.3: Communication

- Two-way communication, teacher to student, peer to peer
- Anticipating misunderstandings
- Verbal and written communication
- Questioning/wait time
- Technology/visual tools

2.4: Differentiation

- Individualized lessons
- Monitoring participation and performance
- Differentiated content and methods (process)
- Recognizing confusion and disengagement

2.5: Monitor & Adjust

- Monitor and adjust instruction and activities
- Adjustments to maintain engagement
- Monitors "behaviors"
- Checking for understanding
- Questioning and academic feedback

2.4 vs. 2.5

One way to divide the two for further analysis and feedback is to think about the differentiation piece as what is done before the lesson. What different activities or methods of practice did a teacher plan for based on varied needs to alleviate confusion or disengagement? Then, it becomes easier to see monitoring and adjusting as "on the fly" changes in instruction or student practice based on a teacher's observation of student confusion or disengagement during the lesson. Monitoring and adjusting in part relies on a teacher's command of the instructional process in a way that he or she can flex mid-lesson. This is not the end-all explanation of these two dimensions, but it may give you a way to separate evidence for rating purposes as you begin your observation and feedback in the new appraisal system.

3.1: Classroom Environment, Routines, and Procedures

- Procedures, routines, and transitions
- Management of supplies/ equipment
- Safety and organization

3.2: Managing Student Behavior

- Behavior systems
- Behavior standards

3.3: Classroom Culture

- Relevant, meaningful learning
- Working respectfully (individual and group)
- Collaboration and rapport

It's okay
to be where you are.
It's not okay
to stay there.

Tim Regal, speaking to the performance levels

4.1: Professional Demeanor and Ethics

- Code of ethics

- Professional standards

- Student advocacy

4.2: Goal Setting

- Goals—short– and long-term

- Self-assessment

4.3: Professional Development

- Professional development

- Team collaboration/PLCs

- Improvement plans

4.4: Student Community Involvement

- Communication with family

- Outreach (stakeholders)

- Mission/vision/goals