T-TESS Rubric Review

Distinguished	Accomplished	Proficient	Developing	Improvement Needed

Student Centered Actions ← ← ← **Teacher Centered Actions**
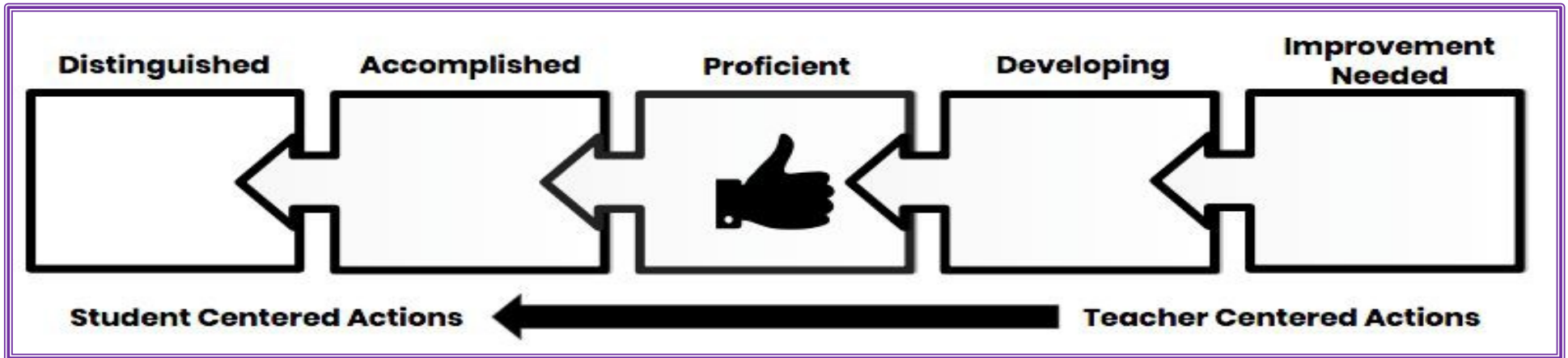
- Proficient is **ROCK SOLID** teaching!
- The Rubric Reads from Right to Left
- The rubric focuses on the partnership between teachers and students and you will see language about roles throughout the rubric.
- We do not average scores, but use the rubric as 16 (17) separate reflection points to inform 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 instruction 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**
• Aligning instruction to IEP goals • Aligning instruction to TEKS Prerequisite skills • Including rigorous thinking in lessons • Having measurable goals and objectives to ensure and determine the success of the lesson • Presenting activities in a way that builds in complexity • Introducing lessons with the objectives to be taught • Building functional lessons on students' interests and splinter skills • Incorporating hands-on activities and visuals to relate to prior knowledge • Giving multiple examples of real-world application to address individual students	• Utilizing Brigance or other skills inventory to determine levels of performance • Utilizing pre and post tests or inventories that correspond with curricular materials • Providing students who are able with charts to track their own progress • Giving students opportunities to analyze their strengths and weaknesses and to choose their own goals • Providing relevant information and discussion during team meetings and faculty meetings • Providing immediate feedback to students on their performance during lessons • Utilizing a classroom goal marker such as cars or paper chains to help students visualize their progress	• Planning every lesson to incorporate students IEPs in a way that generalizes to the rest of their lives • Planning lessons that are valuable uses of students' time • Planning lessons with a clear view of postsecondary outcomes; beginning with the end in mind • Giving opportunities for students to work in pairs or small groups when possible • Giving opportunities for students to share information with their peers using their mode of communication; activities such as an "author's chair" or allowing a student to lead morning meeting or other activities • Planning activities around student strengths; teaching to	• Using KWL charts and similar visual supports to support and encourage student questioning • Teaching students how to ask questions • Planning the use of Bloom's Taxonomy question stems and "Wh" questions • Planning for students to be able to choose some of the activities they or their group will complete • Planning for students to be able to freely communicate in their group using their preferred modality • Planning for a wide variety of ability levels • Providing materials to scaffold learning of students at every level, i.e. word banks, pictures

• Planning well-crafted questions to help students make connections to prior and real world learning • Planning supports to help students access material in their zone of learning • Planning projects that require a variety of disciplines to complete • Preparing purposeful questions to make connections to other learning • Planning thematic units to immerse students in a topic and to incorporate other disciplines and learning • Changing activities often to keep students engaged (some students may require engaging activities to change every 5 minutes while others can work for 20 minutes) • Clearly articulating timing based on amount of support student needs; including adequate wait time to support students' processing speeds and communication modalities • Incorporating visual schedules students can manage and self-pace • Using criterion chart and visual models for student self checks • Preparing materials, visuals and activities so they are ready to use—no down time during the lesson. • Planning trips and other experiences to utilize and generalize skills being taught • Addressing appropriate TEKS pre-requisite skills for individual students	• Providing feedback of progress at least weekly to parents • Analyzing what instructional strategies do not work and generating alternatives • Inviting peers into their rooms to provide helpful feedback on lessons • Analyzing each student's success in relationship to various techniques being used • Discussing strategies with peers in team meetings, faculty meetings or consultations with Teacher/Consultant, district consultants or administrators • Varying strategies when a student is not successful • Creating and using student portfolios • Utilizing video and other documentation strategies to measure and update IEPs • Utilizing data from STAAR testing • Writing measurable and observable IEP goals	their weaknesses using their strengths • Planning ample opportunities to practice academic and social skills • Providing visual reminders of various social options, such as "When I'm Angry I Can…" • Utilizing peer support from non-disabled peers when available • Planning for appropriate use of paraprofessionals to support group lessons, small group and independent work • Using "I feel" materials, charts, etc. to teach students to identify and adjust for their emotions • Giving students encouragement through multiple trial learning to get them past a fear of failure • Creating opportunities for peers to celebrate each other's success	• Planning for opportunities for students to structure their own daily schedule • Utilizing the Principles of Learning, especially Clear Expectations and Academic Rigor in a Thinking Curriculum • Using leveled books and other instructional materials that allow a group to work together with varying degrees of complexity • Avoiding "standing and delivering" (lecture by focusing planning on what students are doing instead of what staff is doing • Providing visuals that allow non-verbal students to answer questions • Having students demonstrate their knowledge through projects • Allowing students to select the way they will learn about a topic, i.e. creating, listening or demonstrating

- Addressing all learners by incorporating multiple learning styles including kinesthetic, visual, auditory and tactile - Incorporating hands-on activities - Allowing for multiple trials - Planning multiple activities to practice the same skill - Preparing visuals to help keep students and staff on track toward the lesson's goal - Planning for extension activities within the students' zone of learning - Framing extension activities in the context of a thematic unit - Using technology in a variety of ways - Communication - Low tech such as visuals, schedules, choice boards - IPADs, Promethean, Computer - Reading QR codes to gain information or practice skills - Researching topics and preparing presentations			

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/ disengagement by differentiation	- Input from student to monitor & and adjust instruction & activities - Adjust instruction & activities to maintain engagement - Monitor students' behavior/responses for engagement & understanding
• Giving students an opportunity to choose work they will do from a variety of projects • Encouraging students that they can "do hard things" • Making sure all materials, lessons and expectations are age appropriate • Constantly assessing students' understanding throughout the lesson • "Trying another way" when it is clear students are not getting the concept • Doing individual work with a student who does not understand	• Clearly and confidently presenting the content of the lesson without stumbling and backtracking • Willingly modeling looking up information together if a student asks a question whose answer they do not know • Frequently using visuals such as KWL charts • Providing accurate and truthful information to students	• Providing opportunities, expectations and methods for all students to communicate during the lesson 1. Verbally 2. Pointing to or selecting visuals 3. Object 4. Photograph 5. Line drawing 6. Word 7. iPad WFL or other AAC devices 8. Switches (single message, rocker switches) 9. Promethean activities 10. Leading the teacher to what they want, i.e. "show me"	• Presenting material in various modalities: visual, auditory, kinesthetic, tactile • Varying grouping to address different needs • Utilizing differentiated levels of visuals as appropriate for students, i.e. News-2-You, Unique Learning levels • Shortening or lengthening tasks according to student attention span and tolerance level • Using token boards to help students stay on task • Watching students closely to check for	• Closely monitoring students' body language and behavior to determine appropriate pacing • Frequently doing "understanding checks" and repeats information as needed • Closely monitoring students' engagement levels and increasing hands on involvement if needed • Increasing hands on involvement to hold attention • Having students working in pairs or small groups

• Providing extra guided practice for students who are not getting the concept • Providing clear expectations visually with charts, examples, pictures • Inviting students to "check your work" • Praising students for self-correcting • Providing long term goal charts which students can manipulate themselves, i.e. stickers, checks, smiley faces, dot to dots, etc. • Providing charts to help with behavioral self-regulation and self-control • Providing opportunities for students to present what they have learned to others	• Explaining how the skill will be used when introducing it • Making connections through questioning techniques • Creating posters showing skills being used in other areas • Using projects, trips and activities that allow students to utilize the skill they are learning in other areas • Utilizing manipulatives when needed • Utilizing visual schedules and work systems • Presenting materials and jobs with visuals for guidance • Utilizing questions from higher levels of Blooms Taxonomy • Following a questioning sequence • Open-ended questions (supplemented with visuals) • Fill in the blank questions (supplemented with visuals) • Multiple choice questions (supplemented with visuals)	• Giving adequate time for students to communicate • Honoring or acknowledging communication • Allowing students to follow misconceptions or mistakes to a logical conclusion (i.e. making Jello with too much or not enough water) • Asking thought questions such as "what do you think would happen if…?" or "let's find out if that's true—let's try it!" • Clearly correcting obvious misunderstanding that must be understood before the lesson can continue • Using bullet point posters, powerpoints, flipcharts • Using models of finished work or clear visual descriptors of good work (photos, diagrams) • Using picture/word directions, recipes, first/then, etc. • Following a questioning sequence using questions that are clearly aligned to lesson objectives and activities • Open-ended questions (supplemented with visuals) • Fill in the blank questions	understanding and tolerance • Providing movement breaks when student becomes "antsy" • Providing encouragement when students are starting to lose interest or tolerance • Providing activities that legitimately give students the opportunity to demonstrate understanding • Monitoring students' frustration levels and adjusting by simplifying information if needed and by manipulating the reinforcement system to help students stay successful • Providing short movement breaks when students are becoming overstimulated or having trouble attending • Utilizing sensory strategies to assist students in maintaining an appropriate energy level for learning • Building activities on students' interests • Utilizing differentiated reinforcement systems,.i.e. immediate –vs-delayed	• Utilizing reinforcement systems to maintain engagement • Incorporating movement, visuals, sound and touch into instruction • Incorporating informal assessment activities into guided practice • Utilizing a questioning sequence 1. Open-ended questions (supplemented with visuals) 2. Fill in the blank questions (supplemented with visuals) 3. Multiple choice questions (supplemented with visuals) 4. Yes or no questions (supplemented with visuals) • Asking questions using Blooms Taxonomy question stems • Providing guided practice in small groups to assess and correct learning • Providing opportunities for students to sequence lesson content to demonstrate understanding • Providing individual work that gives students an opportunity to utilize and display knowledge they have gained

	• Yes or no questions (supplemented with visuals) • Utilizing projects and long-term activities to encourage students to process information in different ways • Following logical order of giving information • Covering concepts in a reasonable sequence where skills build on one another • Providing clear introductions to lessons to help students see where knowledge or skills they gain will fit • Utilizing thematic units • Providing opportunities for less verbal students to question teacher responses • Providing opportunities for lesson content and student responses to be expressed using different instructional modalities.	(supplemented with visuals) • Multiple choice questions (supplemented with visuals) • Asking students to sequence activities, to anticipate what comes next, to identify the use of objects, to do more than just identify what something is • Utilizing Blooms Taxonomy question stems at the student's level of understanding • Varying wait time according to student latency periods. (5-25 seconds) • Building on student responses to continue lesson, i.e. "great! If that's true, then_____" • Providing independent work activities at each student's level to support learning in the lesson • Asking questions animatedly and enthusiastically to draw students into the topic being discussed • Using reinforcers to enhance students' interest in the topic		• Assigning long term projects to continue to expand, utilize and demonstrating understanding of knowledge • Utilizing video assessments • Collecting and analyzing work samples

LEARNING ENVIRONMENT

3.1: Classroom Environment, Routines, & Procedures	3.2: Managing Student Behavior	3.3: Classroom Culture
- Procedures, routines, & transitions clear and consistent **- Management of supplies & equipment** **- Safety and organization of space**	**- (+) student behavior** **- S-T mutual respect/relationship** **- Consistency of Behavior standards** **- Students understand & respect class behavior expectations**	**- Activities & grouping engage students in relevant and meaningful learning** **- Positive rapport among students**
- Providing individualized schedules for each student - Designing object schedules for students who need more support - Using Picture schedules for emergent-readers - Transitioning picture schedules from photographs to line drawings as communication skills allow - Referring students to schedule for guidance and transitions - Providing visuals for classroom routines - Using video modeling to present and practice transitions - Rewarding students as they practice classroom routines - Making sure student schedules and charts are interactive and within reach of the students - Rewarding students who take turns appropriately with other students - Celebrating students who encourage others for good work - Keeping students' materials in a designated area - Limiting materials for students who need more support to maintain focus on task at hand - Organizing classroom materials and expecting students who need less support to independently get materials when appropriate - Rewarding students for appropriately using and/or storing materials - Keeping classroom clutter free	- Using least intrusive prompt to effectively redirect behavior - Finding a positive behavior to reinforce to redirect students thinking to appropriate classroom behavior - Using descriptive praise that identifies the skill the student has done i.e. "You followed instructions by looking at me and starting right away." vs. "Good job" - Pairing appropriate behavior choice with observed inappropriate behavior i.e. "Right now you are yelling. It would be better if you used a calm voice." - Describing behavior by identifying it as a social skill deficit - Teaching replacement behaviors - Using token economy system to reinforce appropriate behaviors - Returning to positive behavior reinforcement after a student receives a negative consequence - Practicing with students to read or describe the classroom rules as posted to answer questions about expectations - Having students role play appropriate behaviors - Providing students a way to articulate behavior goals with pictures or charts - Assisting students - Using a teach-model practice approach for teaching social and behavioral skills - Posting and referring to classroom rules	- Providing choices for students to take what they have learned go further - Watching and listening to students to discover their interests - Preparing students to present what they have learned to their peers - Making sure instruction and materials are age appropriate and respectful, i.e. no coloring pages for high school students - Giving assignments with specific roles for students to do together - Provide feedback opportunities for students to react to each other's work - Changing student seating with the intent of giving them exposure to each other's strengths. - Modeling appropriate behaviors - Talking to/with students, not at them - Utilizing student input into lesson structure - Providing students with opportunities to give input on routines, set rules, etc. - Speaking to students as they wish students to speak to them

- Arranging furniture and equipment to keep things that are dangerous further away from student seats - Providing staff access to freely move to serve all students - Designing instructional space to make it more difficult for runners to escape, i.e. narrowing the route to the door, not blocking it - Keeping distractions out of the line of sight - Planning for students to explore and take learning deeper - Arranging the classroom to allow for whole group, small group and individual learning - Arranging the classroom so that students can freely access all student areas of the classroom (including students who use wheelchairs) - Providing visual cues to help students know where to perform various activities, i.e. feet on the floor in the area to line up (Visuals should be age appropriate.) - Using pictures and words to label various areas of the room to challenge and support emergent readers - Using colored tape, rugs or furniture to delineate areas or centers in the classroom - Making sure chairs and tables are at an appropriate height for students, i.e. students who sit in chairs are able to put their feet on the floor or a support, table is not too high to be reached comfortably - Utilizing prescribed therapeutic equipment properly - Posting classroom rules - Utilizing paraprofessionals appropriately - Utilizing tiered behavior interventions - Having clear, reasonable and enforceable consequences - Storing harmful or dangerous items properly	- Maintaining appropriate voice tone and volume—not yelling at, or scolding students - Refraining from overreacting to inappropriate behavior - Reminding students of choices and options for behavior - Avoiding arguments or power struggles - Earning the respect of students instead of demanding it - Modeling kind and courteous communication for students - Listening carefully to students' complaints to identify real needs that could be met	

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 - leads others & supports school improvement Plan - 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
• Treating all students, parents and staff courteously and fairly • Refraining from discussing students in their presence • Following district and state procedures for supervising, teaching, restraining students • Dressing professionally and practically • Refraining from cell phone use or texting during instructional time • Refraining from eating or drinking in front of students in the classroom unless provision is made for them to do so as well • Using a polite tone with all students, even during behavior situations • Making sure all students are comfortable in the classroom, i.e. seating, temperature, adequate bathroom breaks, timely diaper changes • Making sure communication alternatives are provided to, taught and expected of all students • Anticipating students' need for information and providing them with schedules, verbal information or key chain photos to help them handle unexpected situations	• Seeking and attending professional training sessions • Observing in classrooms of master teachers • Reading and researching studies and methodology in the field • Attending conferences when opportunity exists • Seeking assistance from District consultants, peer teachers or administrators • Looking for and implementing new strategies discovered through research • Implementing new curricular materials when available • Implementing suggested strategies with fidelity to resolve problem situations • Analyzing all classroom practices regularly to determine efficacy	• Participating meaningfully in faculty and team meetings • Serving on committees as requested • Providing input into professional development needs • Providing professional development in area of expertise • Participating meaningfully in faculty and team meetings • Training assistants on an ongoing basis • Seeking information from peers, consultants and administrators • Providing assistance to other peers when possible • Participating actively in team meetings • Participating actively in co-curricular events • Participating actively in professional development opportunities presented by special education or campus administration • Seeking further training through Region XI or other agencies • Attending conferences when the opportunity presents • Providing informal training/support to parents where appropriate	• Maintaining a "back and forth notebook" with parents to share meaningful information about students' days and nights • Utilizing point sheets or home report forms to give daily information • Calling or emailing parents to share good news as often as possible • Calling parents when a restraint has been done and filling out all required paperwork • Sending home draft IEP goals one week prior to ARD meeting • Following up ARD invitations with a phone call to personally encourage parents to come • Sending home IEP report cards every six weeks showing specific progress being made on IEP goals • Preparing Present Levels of Performance for EVERY ARD meeting a student may have during a year, even one issue ARDs • Initiating collaboration with other classes for trips, instructional units, etc. • Seeking input and expertise from parents when planning a classroom unit • Participating meaningfully in faculty and team meetings

• Making sure students are allowed to eat in the cafeteria with their peers • Making sure students are welcomed to attend school events • Making sure students are welcome to use all facilities typical students are allowed to use • Making sure students who are ARDed for it receive their scheduled inclusion time • Supporting students who go out to general education classes by creating visual or other supports for that environment • Making sure related service personnel are aware of students who may be on their case load • Discussing schedules which are detrimental to students with campus administrators • Documenting student progress on IEPs every six weeks and sending reports home • Completing appropriate restraint documentation when necessary and communicating with parents regarding restraints • Maintaining confidentiality			• Participating meaningfully in committees and co-curricular activities • Inspiring paraprofessionals to understand and support the vision of the school and of the team • Working closely with team teacher to develop a well articulated plan to fulfill the mission of the team and school • Working with wrap around supports where appropriate • Consulting with general education teachers on instructional strategies where appropriate