

Texas Teacher Evaluation and Support System (T-TESS) Rubric and Texas Lesson Study (TXLS) Alignment

Purpose: This alignment document shows how the work teachers do throughout the TXLS cycle is aligned to to the Distinguished descriptors of T-TESS.

T-TESS: Planning Domain (Distinguished Descriptors) Instructional planning includes:	With Texas Lesson Study, teachers...	TXLS Component
1.1 Rigorous and measurable goals aligned to state content standards	<ul style="list-style-type: none"> ● focus on a goal based on a student expectation (SE) from the Texas Essential Knowledge and Skills (TEKS) that students have difficulty learning ● measure the specified goal by collecting observational data and administering formative assessment to students 	Phase 1: Examine and Identify Phase 3: Teach and Observe
1.1 Activities, materials and assessments that: <ul style="list-style-type: none"> ➤ are logically sequenced ➤ are relevant to student’s 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 	<ul style="list-style-type: none"> ● outline a unit timeline with clear learning objectives ● consider students prior knowledge and report this information in the Lesson Proposal (“Background and Rationale” section) ● may choose to do an interdisciplinary unit and collaborate with teachers in other content areas ● segment instructional time to ensure appropriate time is provided for student work, student reflection, lesson, and lesson closure ● review the TEKS to see which standards were taught prior to and after the chosen SE(s) ● may choose vertically aligned SE(s) and collaborate on instructional practices with other Lesson Study groups ● are given significant time for inquiry and lesson design to ensure the lesson is appropriate for diverse learners and deepen understanding of broader unit and course objectives 	Phase 1: Examine and Identify Phase 2: Review and Plan
1.1 Objectives aligned and logically sequenced to the lesson’s goal, providing relevant and enriching extensions of the lesson	<ul style="list-style-type: none"> ● outline a unit timeline with clear learning objectives ● design a logical sequenced lesson to achieve the specified lesson goal 	Phase 2: Review and Plan
1.1 Integration of technology to enhance mastery of goal(s)	<ul style="list-style-type: none"> ● may include a technology focus in the research theme ● integrate technology in the the lesson design 	Phase 1: Examine and Identify Phase 2: Review and Plan
1.2 Formal and informal assessment 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	<ul style="list-style-type: none"> ● create and administer a formative assessment on the chosen SE(s) ● collect observational data during the Lesson Observation 	Phase 2: Review and Plan Phase 3: Teach and Observe

their own progress		
1.2 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	<ul style="list-style-type: none"> collaborate on instructional strategies and goals specifically targeted to meet students’ needs recommend revisions to a lesson based on data collected around student learning during the Lesson Observation 	Phase 2: Review and Plan Phase 4: Reflect and Revise
1.2 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"> develop “Points of Evaluation” that are connected to specific instructional strategies for observers to collect data use the observation data to reflect on the lesson effectiveness 	Phase 2: Review and Plan Phase 4: Reflect and Revise
1.3 Lessons that connect to students’ prior knowledge, experiences, interests and future learning expectations across content areas	<ul style="list-style-type: none"> consider where students are developmentally and academically when creating a “Research Theme” (a goal that may include both Bloom’s cognitive and affective domains) refer to the research theme when planning the research lesson 	Phase 1: Examine and Identify Phase 2: Review and Plan
1.3 Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other’s learning	<ul style="list-style-type: none"> are encouraged to build lessons that allow for collaborative discussions among student groups 	Phase 2: Review and Plan
1.3 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"> review research on child development, pedagogy, and content-specific topics to design a unit and research lesson to improve student outcomes 	Phase 2: Review and Plan
1.4 Opportunities for students to generate questions that lead to further inquiry and promote complex, higher- order thinking, problem solving and real-world application	<ul style="list-style-type: none"> have substantial time to research and collaboratively plan an engaging, developmentally appropriate lesson 	Phase 2: Review and Plan
1.4 Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability	<ul style="list-style-type: none"> include collaborative student groupings in the research lesson to allow for quality observation data to be collected on student learning 	Phase 2: Review and Plan
1.4 The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups	<ul style="list-style-type: none"> pose a task, or multiple tasks, that often require students to work together and share their thoughts with each other and the class 	Phase 2: Review and Plan
1.4 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"> analyze a minimum of four research-based instructional materials and resources to design a lesson that actively engages students 	Phase 2: Review and Plan

T-TESS: Instruction Domain (Distinguished Descriptors)	With Texas Lesson Study, teachers...	TXLS Component
2.1 Provides opportunities for students to establish high academic and social-emotional expectations for themselves	<ul style="list-style-type: none"> ● create a research theme, which may include high-academic and social-emotional expectations for students, to focus the research, discussion, and planning of the Lesson Study group 	Phase 1: Examine and Identify
2.1 Persists with the lesson until there is evidence that all students demonstrate mastery of the objective	<ul style="list-style-type: none"> ● teach and collect observation and assessment data ● reflect on the lesson’s effectiveness based on the data ● revise and reteach the lesson to see if the revisions positively impacted students’ mastery 	Phase 3: Teach and Observe Phase 4: Reflect and Revise
2.1 Provides opportunities for students to self-monitor and self-correct mistakes	<ul style="list-style-type: none"> ● are encouraged to build time in the research lesson for students to “Compare and Discuss” (Lesson Proposal) their thoughts and answers ● students self-monitor and self-correct their mistakes purposefully 	Phase 2: Review and Plan
2.2 Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects	<ul style="list-style-type: none"> ● research the content specific to their research theme and unit and lesson goals ● consider the key concepts underlying the topic as well as connections to other concepts 	Phase 2: Review and Plan
2.2 Integrates learning objectives with other disciplines, content areas and real-world experience	<ul style="list-style-type: none"> ● May design an interdisciplinary research lesson ● May collaborate and/or observe teachers in other TXLS groups and content area ● May pose a task embedded in real-world experiences 	Phase 2: Review and Plan
2.2 Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns	<ul style="list-style-type: none"> ● uses TXLS to plan and anticipate student responses and possible misunderstandings ● proactive planning takes place for the research lesson to mitigate concerns 	Phase 2: Review and Plan
2.2 Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based)	<ul style="list-style-type: none"> ● design a research-based lesson that encourages students to problem-solve, discuss their ideas, analyze their peers’ responses, and come to a consensus 	Phase 2: Review and Plan
2.2 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	<ul style="list-style-type: none"> ● consider the discipline’s scope and sequence when identifying an SE(s) ● may pose the lesson task to students as a real-world scenario and assist students in making real-world connections 	Phase 1: Examine and Identify Phase 2: Review and Plan
2.3 Establishes classroom practices that encourage all students to	<ul style="list-style-type: none"> ● design a research lesson that includes activities for students to 	Phase 2: Review and Plan

communicate safely and effectively using a variety of tools and methods with the teacher and their peers	work collaboratively to gain knowledge and understanding of the objective	
2.3 Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery	<ul style="list-style-type: none"> ● TXLS anticipates student responses and possible misunderstandings ● Strategically select students to present their ideas to the group and utilize questioning strategies to inspire exploration into the varying ideas and answers and reaching a point of discovery 	Phase 2: Review and Plan Phase 3: Teach and Observe
2.3 Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct	<ul style="list-style-type: none"> ● spend hours thinking through the lesson components which supports the teacher in being able to communicate concepts clearly and correctly 	Phase 2: Review and Plan
2.3 Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson	<ul style="list-style-type: none"> ● construct questions during the planning phase and add higher order questioning to the “Teacher’s Support” column of the Lesson Proposal 	Phase 2: Review and Plan
2.3 Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning	<ul style="list-style-type: none"> ● are focused on the lesson and student engagement rather than the teacher during the Lesson Observation, which encourages the lesson design to be student-centered 	Phase 3: Teach and Observe
2.3 Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content	<ul style="list-style-type: none"> ● plan how to strategically guide discussions when building the “Comparing and Discussing” section of the Lesson Proposal 	Phase 2: Review and Plan
2.4 Adapts lessons with a wide variety of instructional strategies to address individual needs of all students	<ul style="list-style-type: none"> ● build in <i>Points of Evaluation</i> to monitor if students are understandings the lesson during the Lesson Observation and may adapt the lesson during this time 	Phase 2: Review and Plan
2.4 Consistently monitors the quality of student participation and performance	<ul style="list-style-type: none"> ● monitor the quality of student participation and performance during the Lesson Observation using the <i>Points of Evaluation</i> and created Observation Foci 	Phase 3: Teach and Observe
2.4 Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught	<ul style="list-style-type: none"> ● design a lesson that fosters participation by all students by using research-based differentiated instructional methods and content 	Phase 2: Review and Plan
2.4 Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students	<ul style="list-style-type: none"> ● create an overarching research theme to keep the learning and social/emotional needs of all students at the forefront of the team’s lesson design 	Phase 1: Examine and Identify
2.5 Systematically gathers input from students in order to monitor and adjust instruction, activities, or pacing	<ul style="list-style-type: none"> ● collect data focused on student learning processes throughout the lesson 	Phase 3: Teach and Observe

	<ul style="list-style-type: none"> ● revise and adjust the lesson based on collected data and reteach the lesson 	Phase 4: Reflect and Revise
2.5 Adjusts instruction and activities to maintain student engagement	<ul style="list-style-type: none"> ● reflect on and revise the instructional design and activities as needed to maintain student engagement 	Phase 4: Reflect and Revise
2.5 Uses discrete and explicit checks for understanding through questioning and academic feedback	<ul style="list-style-type: none"> ● include questions in the lesson design for checks for understanding ● identify what the Lesson Observation teacher should look for to determine whether to proceed in the lesson, and what observers should look for to determine the effectiveness of the lesson 	Phase 2: Review and Plan

T-TESS: Environment Domain (Distinguished Descriptors)	With Texas Lesson Study, teachers...	TXLS Component
3.1 Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment	<ul style="list-style-type: none"> design engaging lessons that include small group work and whole group discussion, which results in students managing themselves, supplies, and equipment 	Phase 2: Review and Plan
3.2 Students and the teacher create, adopt and maintain classroom behavior standards	<ul style="list-style-type: none"> reinforce the classroom expectations prior to videoing the Research Lesson 	Phase 3: Teach and Observe
3.3 Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students	<ul style="list-style-type: none"> design lessons with an introduction and task(s) that are relevant and meaningful to students' interests and aligned to students' abilities 	Phase 2: Review and Plan
3.3 Students collaborate positively and encourage each other's efforts and achievements	<ul style="list-style-type: none"> provide students the opportunity to collaborate, compare, and discuss their learning and work with their peers during the lesson 	Phase 2: Review and Plan Phase 3: Teach and Observe
T-TESS: Professional Practices and Responsibilities Domain (Distinguished Descriptors)	With Texas Lesson Study, teachers...	TXLS Component
4.1 Advocates for the needs of all students in the classroom and campus	<ul style="list-style-type: none"> spend a number of hours on TXLS aiming to improve their instructional practices for every student 	Phase 1: Examine and Identify Phase 2: Review and Plan Phase 3: Teach and Observe Phase 4: Reflect and Revise
4.2 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	<ul style="list-style-type: none"> self-assess and reflect on their work throughout the TXLS cycle receive feedback from other educators on their lesson design and consider opportunities for improvement review contemporary research and analyze the most effective ways to incorporate research findings into their instructional practice 	Phase 1: Examine and Identify Phase 2: Review and Plan Phase 3: Teach and Observe Phase 4: Reflect and Revise
4.2 Implements substantial changes in practice resulting in significant improvement in student performance	<ul style="list-style-type: none"> use action-based research within the TXLS framework to find the most effective ways to instruct and improve student performance 	Phase 3: Teach and Observe Phase 4: Reflect and Revise

<p>4.3 Leads colleagues collaboratively through detailed data analysis and self-reflection</p>	<ul style="list-style-type: none"> ● work collaboratively through detailed data analysis and reflection ● have the opportunity to facilitate their own Lesson Study groups 	<p>Phase 1: Examine and Identify</p> <p>Phase 2: Review and Plan</p> <p>Phase 3: Teach and Observe</p> <p>Phase 4: Reflect and Revise</p> <p>Phase 5: Share and Network</p>
<p>4.3 Seeks resources and collaboratively fosters faculty knowledge and skills</p>	<ul style="list-style-type: none"> ● review instructional materials and research and synthesize their findings ● work collaboratively throughout the process, sharing their knowledge and skills with their colleagues ● invite outside educators to observe the Research Lesson and requests feedback from these observers 	<p>Phase 2: Review and Plan</p> <p>Phase 3: Teach and Observe</p>
<p>4.3 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</p>	<ul style="list-style-type: none"> ● develop and fulfill the school and district improvement plans by taking the lead in the TXLS initiative, which cultivates professional learning communities, leadership skills, and a culture of learning 	<p>Phase 5: Share and Network</p>

Texas Principal Evaluation and Support System (T-PESS) Rubric and Texas Lesson Study (TXLS) Alignment

Purpose: This alignment document is designed to show how the implementation of TXLS within a campus can support a principal in reaching their T-PESS goals.

T-PESS	TXLS *When the principal actively participates in Texas Lesson Study Cycles
<p>Standard 1: Instructional Leadership The principal is responsible for ensuring every student receives high-quality instruction.</p>	
<p>Indicator 1A: The principal ensures implementation of state and district curricula and assessments aligned with state standards, including college and career readiness standards.</p>	<ul style="list-style-type: none"> ● Teachers design rigorous research-based units and lessons aligned to state standards. ● Teachers design rigorous research-based formative assessments to inform their practice on the effectiveness of the lesson. ● The principal helps his district adopt and design rigorous curricula that are used across the state.* ● The principal ensures student assessments are aligned, scaffolded, and rigorous to improve student achievement.*
<p>Indicator 1B: The principal monitors and ensures high-quality instructional practices among teachers and staff that improve student performance.</p>	<ul style="list-style-type: none"> ● Teaching and learning serves as the foundation of TXLS. ● Teachers use research-based strategies to increase the collective efficacy of teachers and staff. ● Professional learning communities (PLCs) are focused on high priority standards. ● High-quality instructional practices are studied to improve student performance. ● The principal leverages professional development on priority standards and uses research-based strategies to develop teachers' pedagogy.
<p>Indicator 1C: The principal monitors multiple forms of student data to inform instruction and intervention decisions to maximize student achievement.</p>	<ul style="list-style-type: none"> ● The TXLS framework empowers, challenges, and supports staff to execute research-based classroom practices to promote learning, achievement, and educational development for all students. ● TXLS supports the principal's use of leadership teams to research and analyze strategies that will positively impact data to increase student achievement. ● The principal uses data to develop and drive instructional practices that improve student achievement.* ● The principal ensures research informs student interventions with TXLS.
<p>Indicator 1D: The principal ensures that effective instruction maximizes growth of individual students and student groups, supports equity, and eliminates the achievement gap.</p>	<ul style="list-style-type: none"> ● TXLS aims to maximize effective instruction through action-based research. ● By improving instruction, student achievement will rise, the need for interventions will decrease, and achievement gaps will close.

- The principal identifies resources that can **eliminate achievement gaps**.*
- TXLS develops a research theme and objectives that **support the Campus Improvement Plan (CIP)**.
- The principal uses the campus master schedule to **leverage professional learning communities** to eliminate achievement gaps.

Standard 2: Human Capital

The principal is responsible for ensuring there are high-quality teachers and staff in every classroom throughout the school.

Indicator 2A: The principal recruits, selects, places, mentors, and retains diverse and highly effective teachers and staff.

- TXLS cultivates a **positive school culture** that **supports teacher retention**.
- TXLS **leverages teachers' expertise** to optimize student academic growth and development.
- The principal uses TXLS to cultivate a **culture of performance** and guarantee an ongoing focus on **academic excellence**.
- The principal **mentors teachers** to be effective planners and instructors.*
- TXLS is job-embedded professional development that **builds high-quality teachers**.

Indicator 2B: The principal coaches and develops teachers and staff by giving individual feedback and aligned professional development opportunities.

- Teachers identify an area for **instructional growth** on which to base their TXLS work.
- **Observational experiences** for teachers are included in the TXLS cycle.
- TXLS fosters a school-wide **culture of professional learning** and improvement that supports **professional feedback** for teachers.
- The principal **leverages hands-on experiences** within the TXLS program to **coach and provide feedback** to teachers on instructional practices.*
- The principal provides teachers and staff with **opportunities to be reflective** on effective practices.

Indicator 2C: The principal implements collaborative structures and provides leadership opportunities for effective teachers and staff.

- Teachers may become a TXLS Lead, **facilitating and leading** their own TXLS group.
- The principal implements a **collaborative structure** in the school for teachers to develop professionally.

Indicator 2D: The principal provides clear expectations of performance and conducts rigorous evaluations of all staff using multiple data sources.

- **T-TESS**, specifically the **distinguished descriptors**, is aligned to TXLS (see the *T-TESS and TXLS Alignment* document).
- TXLS is professional development that teaches teachers to **strategically develop** and improve **instructional practices**.
- The principal ensures teachers are provided with **clear performance expectations** during the planning phases of TXLS.*
- A **culture of high performance** is established and maintained as teachers implement TXLS with a focus on student academic growth.

- Teachers are provided with **opportunities to demonstrate professional growth**, providing a principal with **formative assessment data** on teacher performance.

Standard 3: Executive Leadership

The principal models personal responsibility and a relentless focus on improving student outcomes.

Indicator 3A: The principal is solutions-oriented, treats challenges as opportunities, and supports the school and community through continuous improvement.

- TXLS is an innovative initiative that **challenges the status quo** and has proven beneficial outcomes.
- TXLS **strengthens the collective ability** of the school community.
- TXLS is a **collaborative process** in which teachers collect, analyze, and act on relevant student data.
- Teachers take **ownership of the continuous improvement process** and participate in an **improvement initiative**.
- The principal implements a **solution-oriented model** aimed at improving school culture and student academic performance.
- The principal is a **driving force that uses teams** to create change and to increase the **collective ability** of the school.*
- The principal takes advantage of TXLS to **address academic areas** of significant need.*

Indicator 3B: The principal proactively seeks and acts on feedback, reflects on personal growth areas, seeks development opportunities, changes practice in ways that improves student outcomes.

- When principals give teachers the opportunity to meet in TXLS groups, they often receive positive feedback from staff for giving them the **time and space** for this professional growth.
- A principal who newly implements TXLS is **proactively changing their practice** in a way that aims to **improve student outcomes**.

Indicator 3C: The principal communicates with all audiences and develops productive relationships.

- Principals may **leverage communication** among and between stakeholder groups to increase the adoption of TXLS.
- The principal demonstrates their understanding on the importance of **open communication** with their adoption of TXLS.
- **Relationships are developed** with the implementation of TXLS by providing opportunities for stakeholders to collaborate on and **influence the instructional design** of the school.

Indicator 3D: The principal adheres to the Code of Ethics and Standard Practices for Texas Educators in such a way that it demonstrates a moral imperative to educate all children and follows practices and procedures of his or her respective district.

- The principal actively leads an **improvement initiative** aimed at supporting the achievement of all students.*

Standard 4: School Culture

The principal is responsible for establishing and implementing a shared vision and culture of high expectations for all staff and students.

<p>Indicator 4A: The principal develops, implements, and sustains a shared vision of high expectations for all students and staff.</p>	<ul style="list-style-type: none"> ● TXLS empowers teachers and leads to a campus-wide belief that teachers can impact student learning and achievement. ● TXLS cultivates a culture of continuous improvement in the school. ● Teachers design an overarching research theme that is aligned to the unified purpose and shared vision for the school. ● The principal acts as a driving force during TXLS sessions to support teachers as they work to impact student learning and achievement.* ● The principal supports a culture of continuous improvement through TXLS cycles which guide interventions and promote the enrichment of all students and teachers.* ● The principal and teachers may tie TXLS objectives to the CIP.
<p>Standard 5: Strategic Operations The principal is responsible for implementing systems that align with the school’s vision and mission and improve the quality of instruction.</p>	
<p>Indicator 5A: Strategic Planning - The principal outlines and tracks clear goals, targets, and strategies aligned to a school vision that continuously improves teacher effectiveness and student outcomes.</p>	<ul style="list-style-type: none"> ● TXLS can be implemented to strategically achieve campus goals and targets. ● Data is used to determine which standards will be targeted for instructional study and refinement. ● A research theme is used to target an area for continuous improvement that is also tied to the campus vision and mission goals.
<p>Indicator 5B: Maximized Learning Time - The principal implements daily schedules and a yearlong plan for regular data-driven instruction cycles, gives student access to diverse and rigorous instructional programs, and builds in time for professional development.</p>	<ul style="list-style-type: none"> ● TXLS can be implemented during the scheduled school day and inservice days as part of a campus-wide professional development plan. ● TXLS aims to increase purposeful student engagement during research lessons. ● The principal may use the master schedule to enhance the instructional programs of the school by allocating time during the school day for TXLS.
<p>Indicator 5C: Tactical Resource Management - The principal aligns resources with the needs of the school and effectively monitors the impact of these resources on school goals.</p>	<ul style="list-style-type: none"> ● TXLS is a low-cost, and sometimes free, professional development program for districts and campuses. This allows the allocation of resources to be distributed to other campus needs.
<p>Indicator 5D: Policy Implementation and Advocacy - The principal collaborates with district staff to implement district policies and advocates for the needs of district students and staff.</p>	<ul style="list-style-type: none"> ● TXLS can be a methodology for executing strategies of the CIP and meeting district and campus goals. ● By implementing TXLS, the principal supports the development of a repository of lessons to be used across the district and state.