

T-TESS Walkthrough Form

2016/2017

Teacher

Appraiser

Campus

Year

Subject

Grade

Date

Start

End

Announced

Dimension 1.1 Standards and Alignment

the teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners

Proficient Descriptors: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> aligned goals, standards, and objectives | <input type="checkbox"/> goals aligned to state content |
| <input type="checkbox"/> appropriate materials | <input type="checkbox"/> lesson structure/design and pacing |
| <input type="checkbox"/> technology integration | |

Evidence/Comments

Dimension 1.2 Data and Assessment

the teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction

Proficient Descriptors: Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> formal and informal assessments to monitor strengths and weaknesses | <input type="checkbox"/> timely feedback |
| <input type="checkbox"/> data analysis to monitor-tied to instruction and student success | <input type="checkbox"/> progress monitoring |
| <input type="checkbox"/> feedback and communication around data and assessment | |

Dimension 1.3 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

Proficient Descriptors: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> activates prior student knowledge | <input type="checkbox"/> lesson adjustments to strengths and gaps |
| <input type="checkbox"/> learning styles and diverse learners | <input type="checkbox"/> social/emotional surfaces |

Evidence/Comments

Dimension 1.4 Activities

the teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement

Proficient Descriptors: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> HOT questioning | <input type="checkbox"/> lesson adjustments to strengths and gaps |
| <input type="checkbox"/> learning styles and diverse learners | <input type="checkbox"/> social/emotional surfaces |

Evidence/Comments

Dimension 2.1 Achieving Expectations

the teacher supports all learners in their pursuit of high levels of academic and social-emotional success

Proficient Descriptors: Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> setting challenging expectations | <input type="checkbox"/> integration of disciplines-cross disciplinary/curricular |
| <input type="checkbox"/> anticipating misunderstandings | <input type="checkbox"/> HOT skills and thinking |
| <input type="checkbox"/> standards and real world applications | |

Evidence/Comments

Dimension 2.2 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

Proficient Descriptors: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> 2-way communication | <input type="checkbox"/> anticipating misunderstandings tied to teaching techniques |
| <input type="checkbox"/> verbal and written communication | <input type="checkbox"/> questions and discussions |
| <input type="checkbox"/> appropriate wait time | |

Dimension 2.3 Communication

the teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort

Proficient Descriptors: Check all that apply.

- | | |
|---|---|
| <input type="checkbox"/> 2-way communication | <input type="checkbox"/> anticipating misunderstandings tied to teaching techniques |
| <input type="checkbox"/> verbal and written communication | <input type="checkbox"/> questions and discussions |
| <input type="checkbox"/> appropriate wait time | |

Evidence/Comments

Dimension 2.4 Differentiation

the teacher differentiates instruction, aligning methods and techniques to diverse student needs

Proficient Descriptors: Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> adaptation | <input type="checkbox"/> monitoring |
| <input type="checkbox"/> differentiated instruction and activities | <input type="checkbox"/> prevent disengagement |

Evidence/Comments

Dimension 2.5 Monitor and Adjust

the teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments

Proficient Descriptors: Check all that apply.

- | | | |
|--|---|--|
| <input type="checkbox"/> input gathering | <input type="checkbox"/> adjusts instructions | <input type="checkbox"/> monitors behavior |
|--|---|--|

Evidence/Comments

Dimension 3.1 Classroom Environment, Routines, and Procedures

the teacher organizes a safe, accessible, and efficient classroom

Proficient Descriptors: Check all that apply.

- | | |
|--|--|
| <input type="checkbox"/> clear procedures | <input type="checkbox"/> student participation |
| <input type="checkbox"/> safe, organized, and inviting classroom | <input type="checkbox"/> student-led learning |

Dimension 3.2 Managing student behavior

the teacher establishes, communicates, and maintains clear expectations for student behavior

Proficient Descriptors: Check all that apply.

behavior management system in place

classroom management skills

Evidence/Comments

Dimension 3.3 Classroom Culture

the teacher leads a mutually respectful and collaborative class of actively engaged learners

Proficient Descriptors: Check all that apply.

engaged classroom

students respectfully collaborate with each other and the teacher

Evidence/Comments