

SLO T-TESS Crosswalk

Connections between Student Learning Objectives (SLOs) and Dimensions of the Texas Teacher Evaluation and Support System (T-TESS) Rubric

Dimension	Connection to SLOs	SLO Component	Dimension in Chapter 149
PLANNING			
1.1 Standards and Alignment The teacher designed clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.	Teachers select focus standards, determine foundational skills, write a skill statement and in select an approach for delivering instruction aligned to the standards and foundational skills.	Phase 1: Standards-aligned SLO Statement	1B
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.	Teachers analyze data and use formative assessments to monitor each student's growth and adjust plans for student instruction. Teacher constructs a reliable body of evidence (BOE) of student work to document growth	Phase 1: Student Starting Level Phase 2: Body of Evidence ((BOE)	5C
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.	Teachers consider students' abilities and experiences and consult multiple data sources to determine the best instructional approach to address student needs and to set expected growth goals that reflect high expectations	Phase 1: Student Starting Level, Setting Growth Targets	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the focus area and Skill Statement when planning lesson content and instructional activities so all students can make progress on their targeted growth goal.	Phase 1: Instructional Plan	3E
INSTRUCTION			
2.1 Achieving Expectations The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.	The instructional strategies analysis and corresponding adjustments made by the teacher in the SLO process helps teachers differentiate and elicit growth for every student.	Phase 1: Instructional Plan	3D
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.	The SLO planning process for teachers is grounded in the subject matter/discipline and content-specific pedagogy, including opportunity for deeper learning and college and career readiness.	Phase 1: Standard- aligned SLO Statement	3A
2.3 Communication The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.	Teachers share SLO expectations for their learning with students; teachers also communicate closely during learning experience to engage students in their learning. Students are involved in tracking their own progress toward growth.	Phase 2: Progress Check-ins	5B

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2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Teachers adjust instructional practices based on formative assessments of student work throughout the entire SLO process and build valid and reliable body of evidence of student work aligned to the Skill Statement.	Phase 2: Progress Check-ins	1C
2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.	Teachers give consideration to all types of student assessment and feedback for use in implementing and adjusting instruction. Teacher makes modifications based on student work.	Phase 2: Progress Check-ins, Body of Evidence	1F
LEARNING ENVIRONMENT			
3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.	Teachers identify instructional strategies, selecting evidence-based activities and using all available resources to maximize learning.	Phase 2: Instruction	4B
3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.	Teachers manage student behavior in order to maximize the time spent learning the content.	Phase 2: Instruction	4C
3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.	Teachers create an environment of respect and a culture of growth to convey the learning content effectively and immerse students in the learning. Students are invested in meeting targeted growth.	Phase 2: Instruction	4A
PROFESSIONAL PRACTICES AND RESPONSIBILITIES			
4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.	Teachers complete each phase of the SLO process with integrity and fidelity, meeting deadlines and providing all documentation as requested. Valid and reliable procedures are in place for the administration and scoring of all student work tasks.	Entire SLO process	6D
4.2 Goal Setting The teacher reflects on his/her practice.	Teachers plan instruction with deliberation, set growth targets, and monitor each student's growth. Teachers reflect at all stages on the need for immediate instructional changes in order to guide students toward meeting their targeted growth goals.	Phase 2: Progress Check-ins; Phase 3: Reflection	6A
4.3 Professional Development The teacher enhances the professional community.	Teachers collaborate throughout the SLO process reviewing data, sharing best practices, and providing feedback to one another.	Phase 2: Progress Check-ins Phase 3: Evaluate/Reflect	6B
4.4 School Community Involvement The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.	In implementing the SLO process, teachers expand their learning circle and their sphere of influence.	Entire SLO process	6C