

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 demonstrate their content knowledge in selecting focus standards and in selecting an approach for delivering instructions of those standards.	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 learn to analyze data and use formative assessments to monitor each student's growth and adjust plans for student instruction and growth.	Phase 1: Student Starting Level	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.	Phase 1: Student Starting Level	2A
1.4 Activities The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.	Teachers consider the character of the discipline and how students can apply it to new situations in planning the content and instructional activity.	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 selections made by the teacher in the SLO process helps teacher differentiate and elicit a good outcome 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.	Phase 2: Progress Check-ins	5B
2.4 Differentiation The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	Teachers adjust their instruction based on student input and formative assessment throughout the entire SLO process.	Phase 2: Progress Check-ins	1C

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<p>2.5 Monitor and Adjust The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.</p>	<p>Teachers give consideration to all types of student assessment and feedback for use in developing and implementing and adjusting instruction.</p>	<p>Phase 2: Progress Check-ins</p>	<p>1F</p>
LEARNING ENVIRONMENT			
<p>3.1 Classroom Environment, Routines and Procedures The teacher organizes a safe, accessible and efficient classroom.</p>	<p>Teachers identify instructional strategies, selecting evidence- based activities and using all available resources to maximize learning.</p>	<p>Phase 2: Instruction</p>	<p>4B</p>
<p>3.2 Managing Student Behavior The teacher establishes, communicates and maintains clear expectations for student behavior.</p>	<p>Teachers manage student behavior in order to maximize the time spent learning the content.</p>	<p>Phase 2: Instruction</p>	<p>4C</p>
<p>3.3 Classroom Culture The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p>	<p>Teachers create an environment of respect and rapport to effectively convey the learning content and immerse students in the learning content.</p>	<p>Phase 2: Instruction</p>	<p>4A</p>
PROFESSIONAL PRACTICES AND RESPONSIBILITIES			
<p>4.1 Professional Demeanor and Ethics The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.</p>	<p>Teachers complete each phase of the SLO process with integrity and fidelity, meeting deadlines and providing all documentation as requested.</p>	<p>Entire SLO process</p>	<p>6D</p>
<p>4.2 Goal Setting The teacher reflects on his/her practice.</p>	<p>The process encourages teachers to plan instruction with deliberation and to set growth targets and monitor each student's growth. Reflection is encouraged at all stages and is the basis of immediate changes and opportunity for professional learning.</p>	<p>Phase 2: Progress Check-ins; Phase 3: Reflection</p>	<p>6A</p>
<p>4.3 Professional Development The teacher enhances the professional community.</p>	<p>The SLO process flourishes in collaborative settings. Data, best practice, reflection, and new learning are the hallmarks of teacher</p>	<p>Phase 2: Progress Check-ins</p>	<p>6B</p>
<p>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.</p>	<p>SLO initiatives include teachers and community members from the beginning. From this experience, expand their learning circle and their sphere of influence.</p>	<p>Entire SLO process</p>	<p>6C</p>