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Spring Independent School District
Director of Elementary Professional Learning and New Hire Induction

September 29, 2016

T-TESS: DOMAIN 1

Understanding and Evaluating the Planning Domain

ACE NETWORK
Advancing Classrooms thru Evaluation

Domain 1: Planning

T-TESS
Texas Teacher Evaluation & Support System

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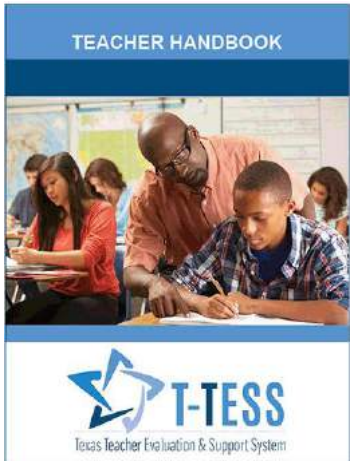

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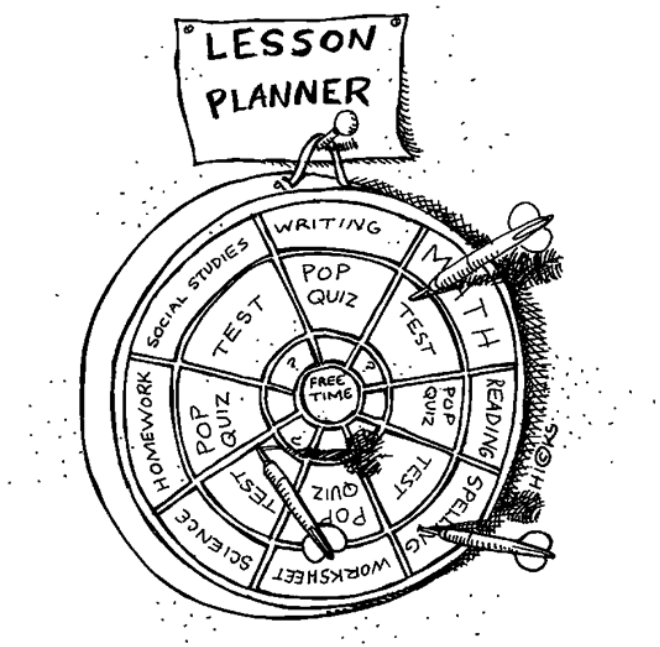
Domain 1: Planning



"The world around you is all abuzz and there you are - lesson planning … for years to come."

"I need five weekly lesson plan books. Not only do I tend to overplan, but I feel more comfortable with contingency plans."

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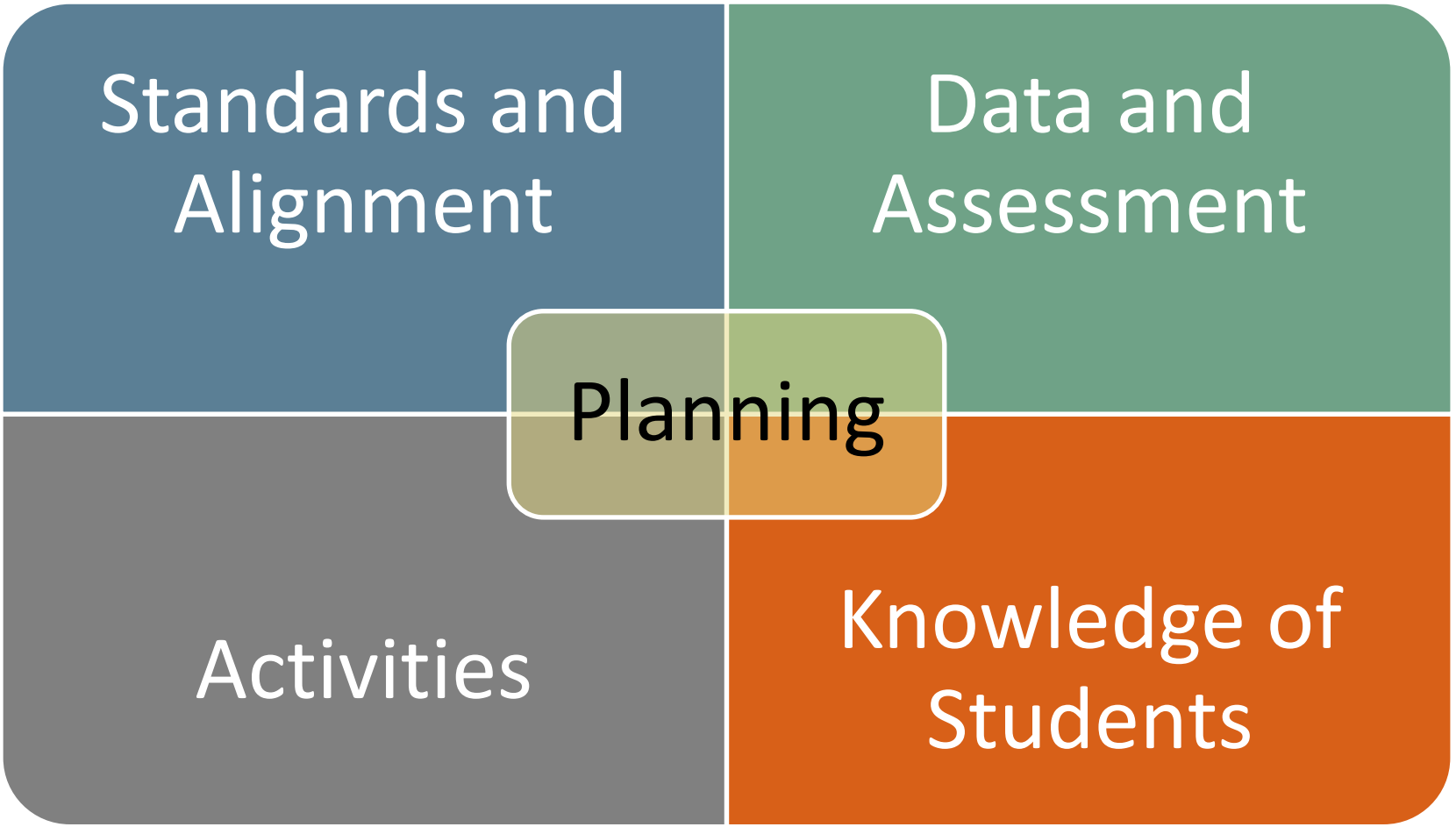
Presentation Organization

Information and understanding

"Look-fors"

Embedding it in your work

Domain 1: Planning



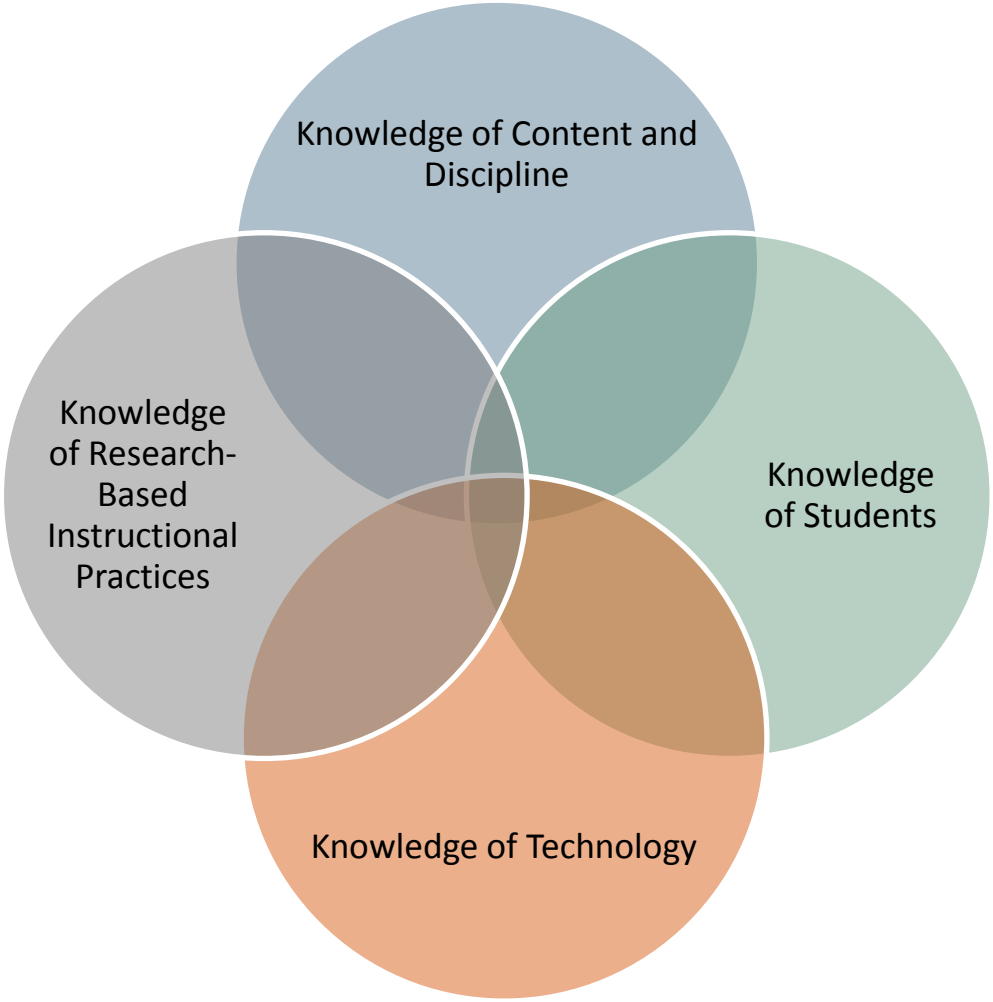
Domain 1: Planning

Teacher designs clear, well organized, sequential lessons that build on students' prior knowledge.

Teacher designs developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.

Teacher designs lessons to meet the individual needs of diverse learners, adapting methods when appropriate.

Domain 1: Planning



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High-Yield Instructional Strategies

Identifying Similarities and Differences

Students should **compare, classify**, and **create** metaphors, analogies and graphic representations

Summarizing and Notetaking

Students should learn to delete unnecessary information, substitute some information, keep some information, write and rewrite, and analyze information.

Reinforcing Effort and Providing Recognition

Students should be rewarded based on standards of performance and use symbolic recognition rather than tangible rewards.

Homework and Practice

Homework should be varied based on the student's grade level,...parent involvement with homework should be minimal,...state the purpose, and,...students should receive feedback.

Non-Linguistic Representations

Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activities in order to assimilate knowledge.

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Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001)

High-Yield Instructional Strategies

Cooperative Learning

Student ability groups should be limited; keep groups small and apply this strategy consistently.

Setting Objectives and Providing Feedback

Goals should be specific, yet flexible, allowing for student choice; teacher feedback should be timely and specific.

Generating and Testing Hypotheses

Students should generate, explain, test and defend hypotheses using both inductive and deductive strategies that involve problem solving and decision making.

Questions, Cues, and Advance Organizers

Student questions should include cues and questions that focus on what is important, use ample wait time, elicit inference and analysis. Advanced organizers should focus on what is important and information that is not well organized.

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Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Robert Marzano (2001)

1.1 – Standards and Alignment

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Standards and Alignment

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1.1 – Standards and Alignment

PLANNING 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.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All rigorous and measurable goals aligned to state content standards. • All activities, materials and assessments that: – are logically sequenced – are relevant to students' 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 • Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All measurable goals aligned to state content standards. • All activities, materials and assessments that: – are sequenced – are relevant to students' prior understanding – integrate other disciplines – provide appropriate time for student work, lesson and lesson closure – reinforce broader unit and course objectives – are vertically aligned to state standards – are appropriate for diverse learners • All objectives aligned and logically sequenced to the lesson's goal. • Integration of technology to enhance mastery of goal(s).	**Instructional Planning Includes:** • All goals aligned to state content standards. • All activities, materials and assessments that: – are relevant to students – provide appropriate time for lesson and lesson closure – fit into the broader unit and course objectives – are appropriate for diverse – learners. • All objectives aligned to the lesson's goal. • Integration of technology when applicable.	**Instructional Planning Includes:** • Most goals aligned to state content standards. • Most activities, materials and assessments that: – are sequenced – sometimes provide appropriate time for lesson and lesson closure • Lessons where most objectives are aligned and sequenced to the lesson's goal.	**Instructional Planning Includes:** • Few goals aligned to state content standards. • Few activities, materials and assessments that: – are sequenced – rarely provide time for lesson and lesson closure • Lessons where few objectives are aligned and sequenced to the lesson's goal.

Sources of Evidence:
Pre-Conference, Formal Observation, Classroom

Standards Basis: 1A, 1B, 3A, 3B, 3C

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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.

1.1 – Standards and Alignment

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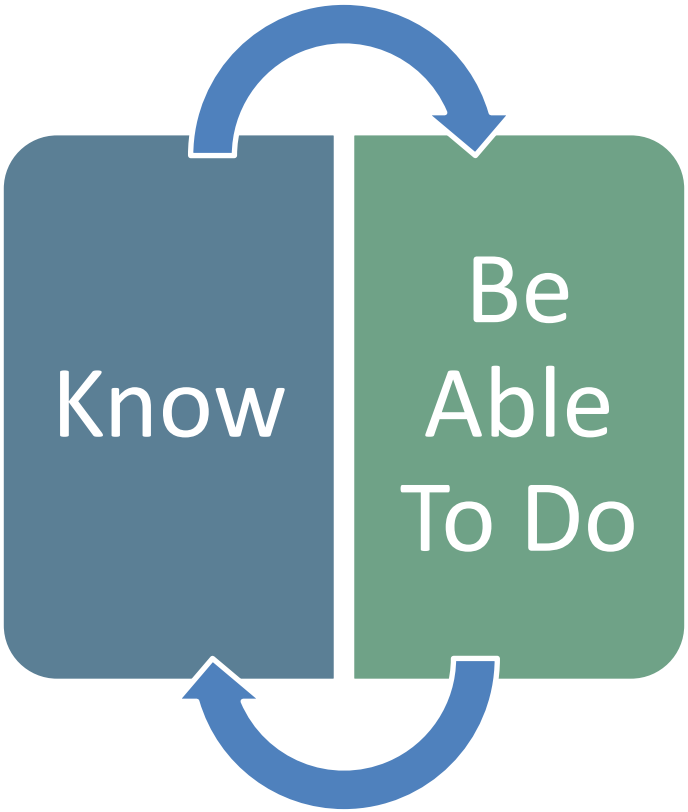
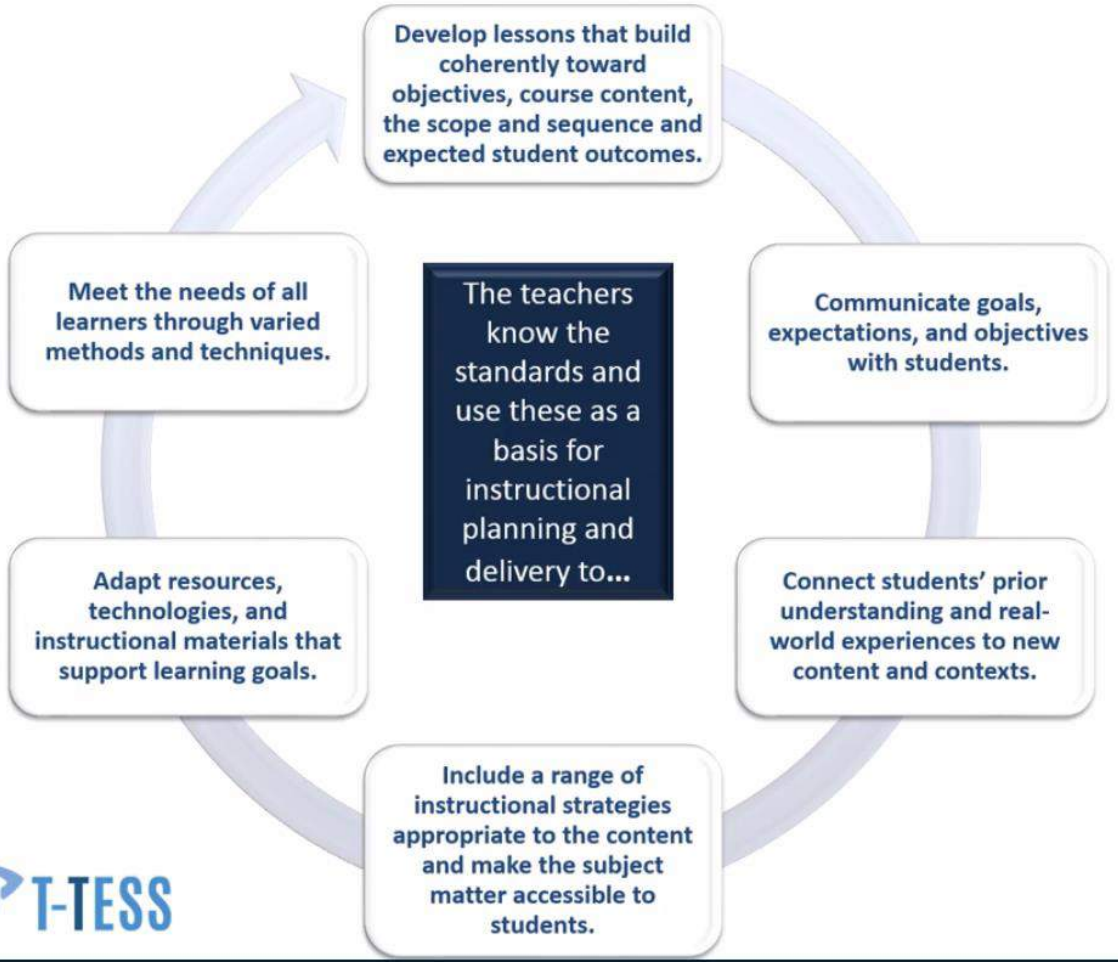


1.1 – Standards and Alignment



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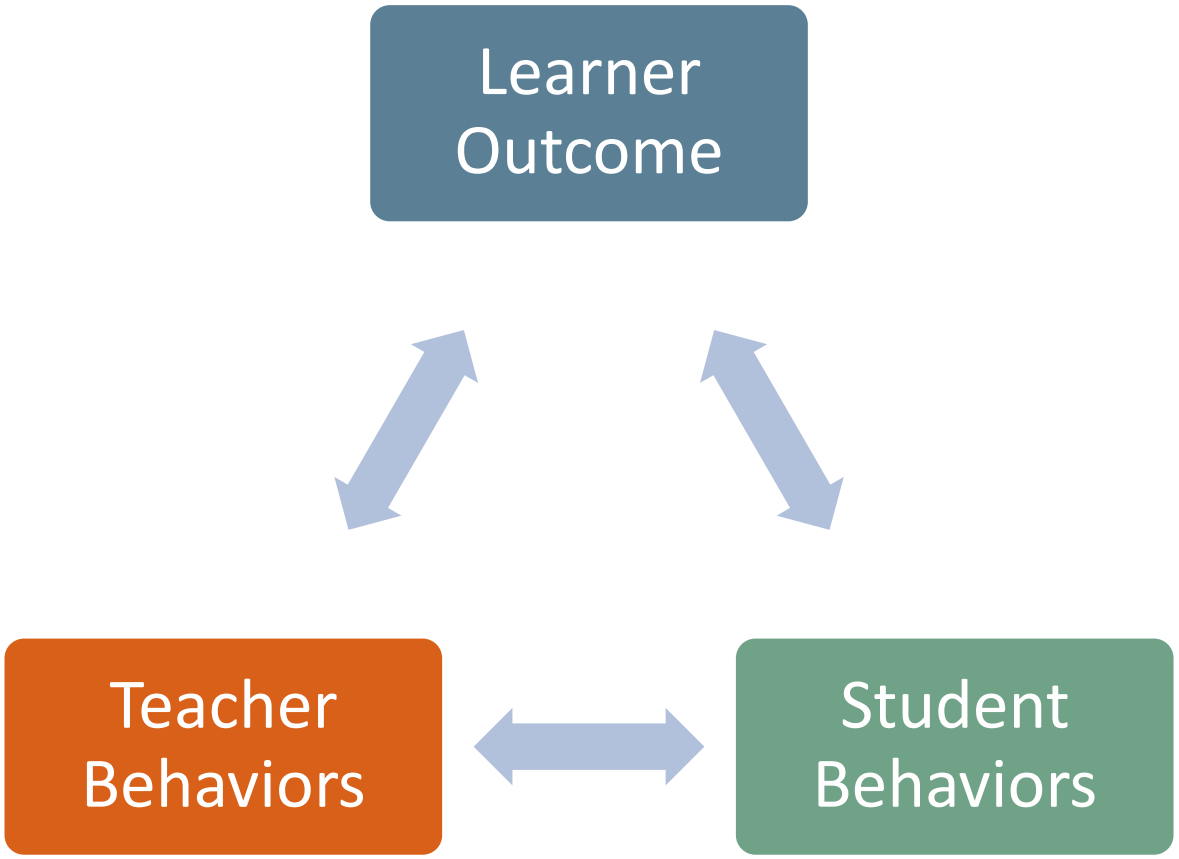

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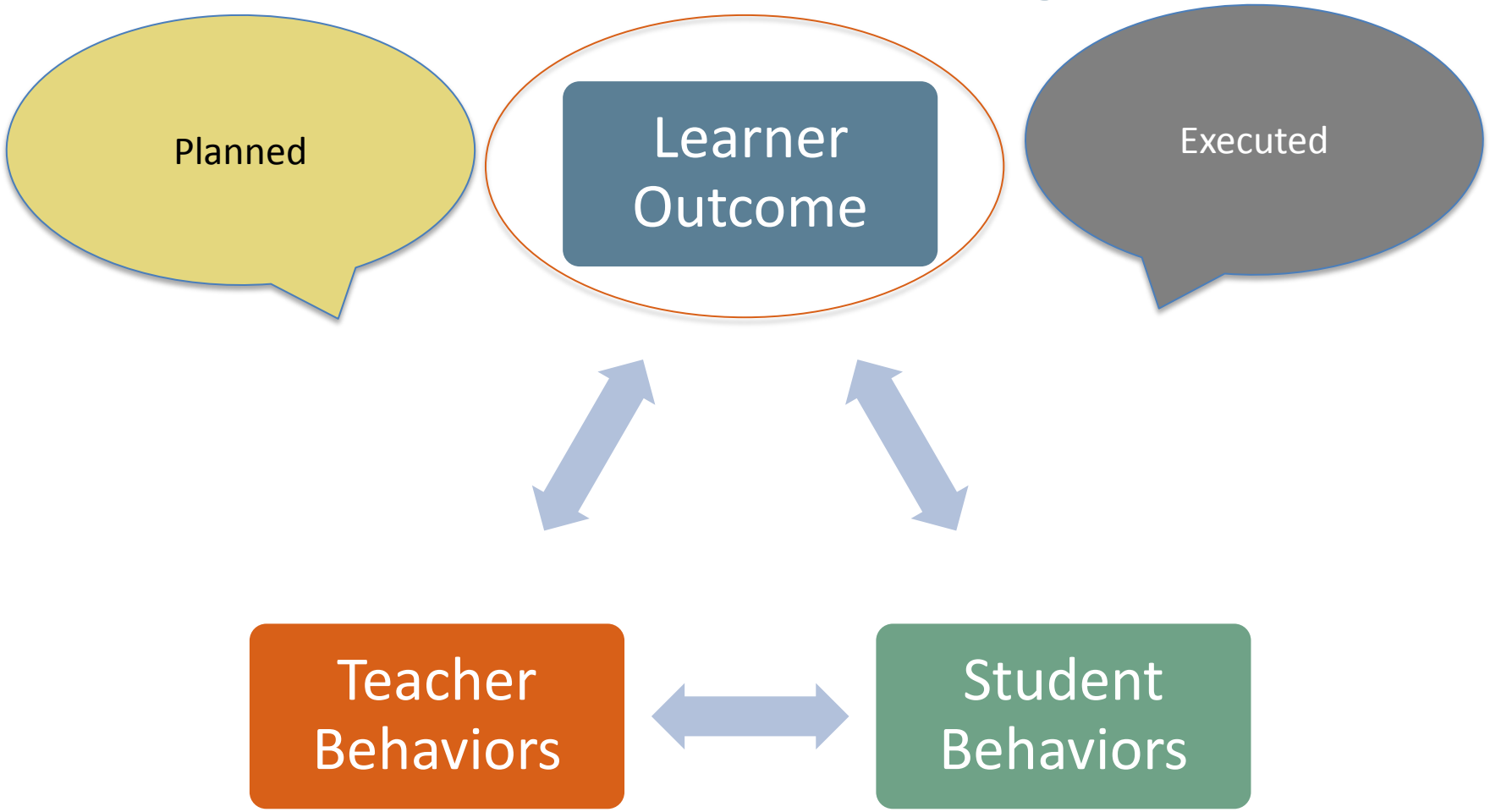

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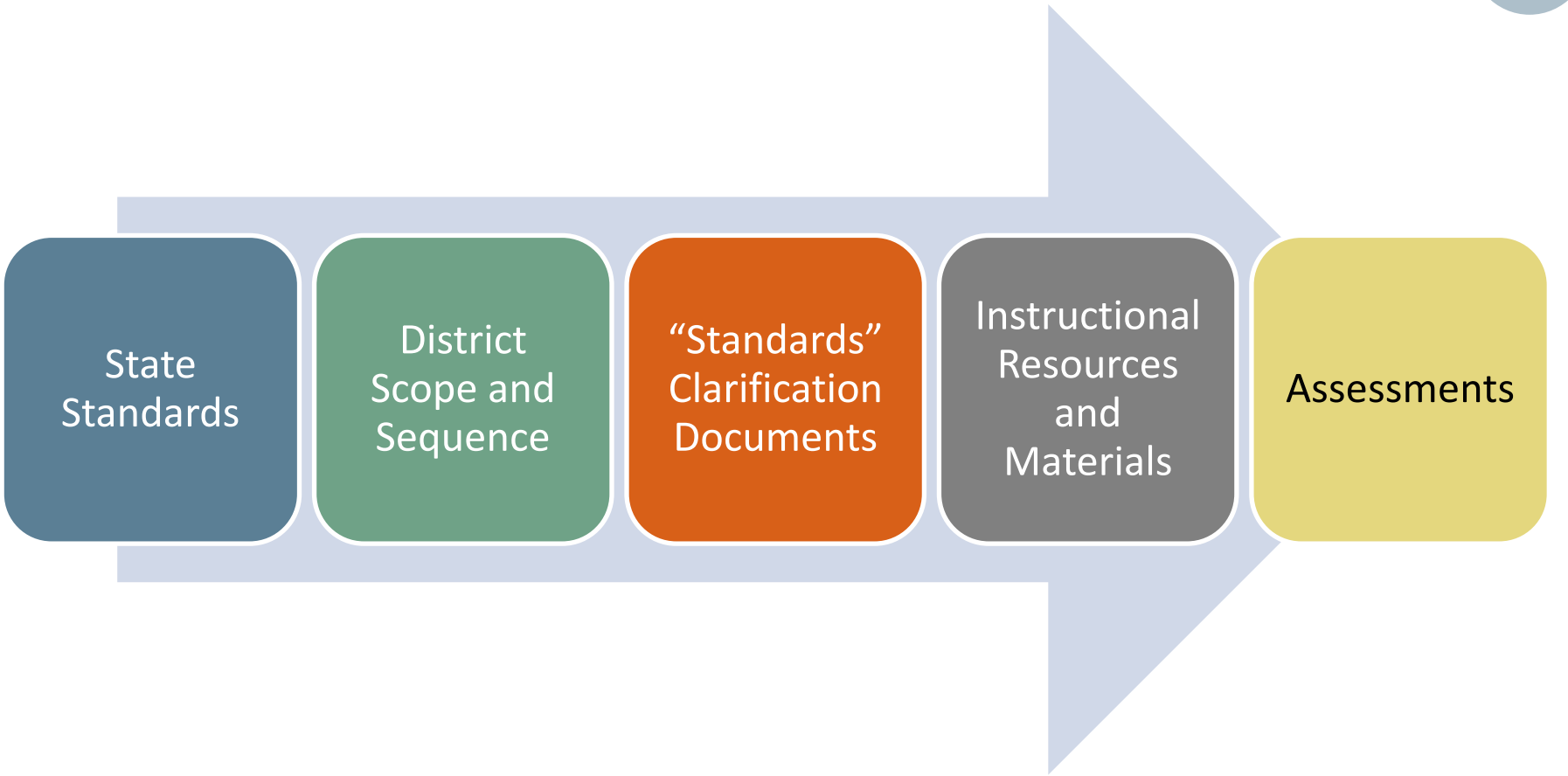
1.1 – Standards and Alignment



1.1 – Standards and Alignment – “In Practice”

Standards are aligned and sequenced in accordance with the district’s scope and sequence

Teacher clearly understands the standards

- The verb defines the observable student results

Technology is purposefully integrated (when applicable) to ENHANCE the lesson and students’ understanding of the material

1.1 – Standards and Alignment – “In Practice”

- Standards are spiraled in instruction throughout the year to ensure consistent exposure
- Teacher understands the standards are vertically aligned across grade levels and connects to other disciplines
- Relevant and enriching extensions are incorporated as the standards are addressed to meet the needs of diverse learners

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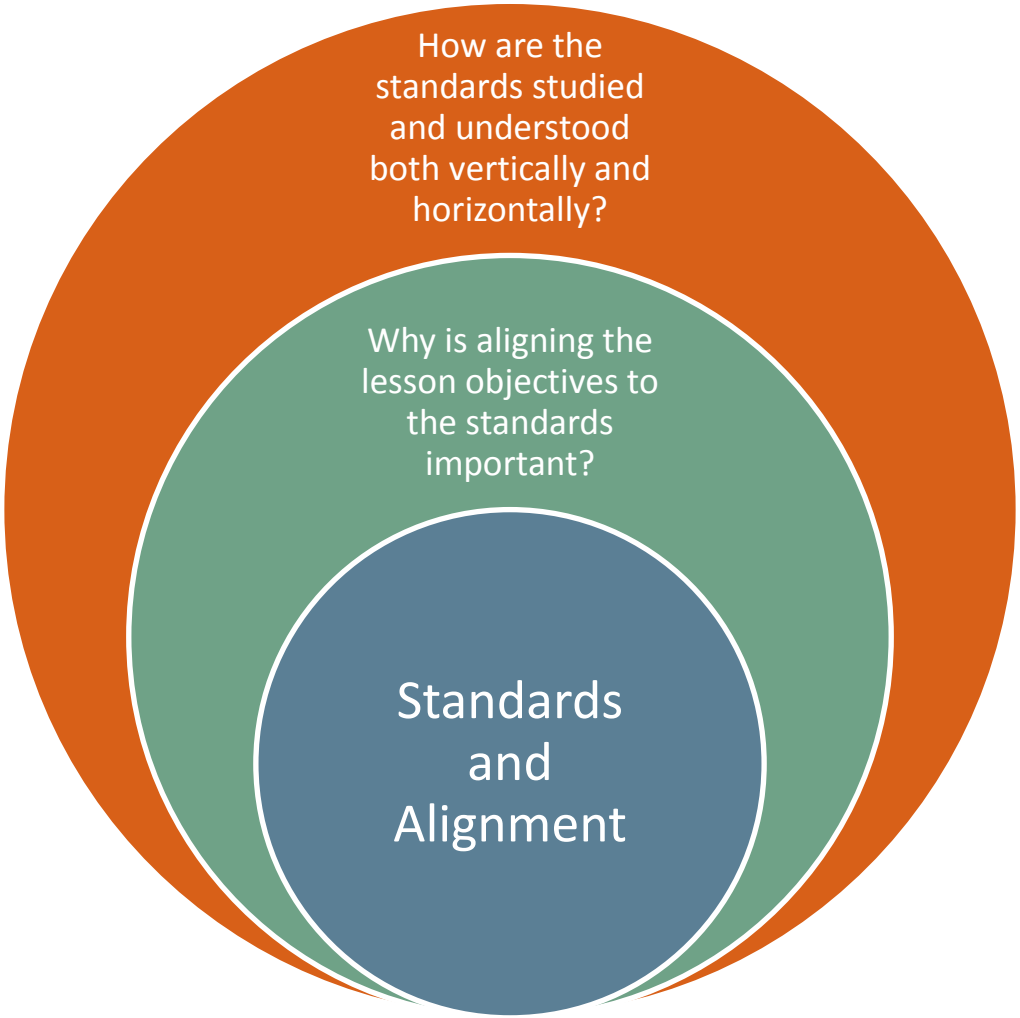
Questions to guide appraisers



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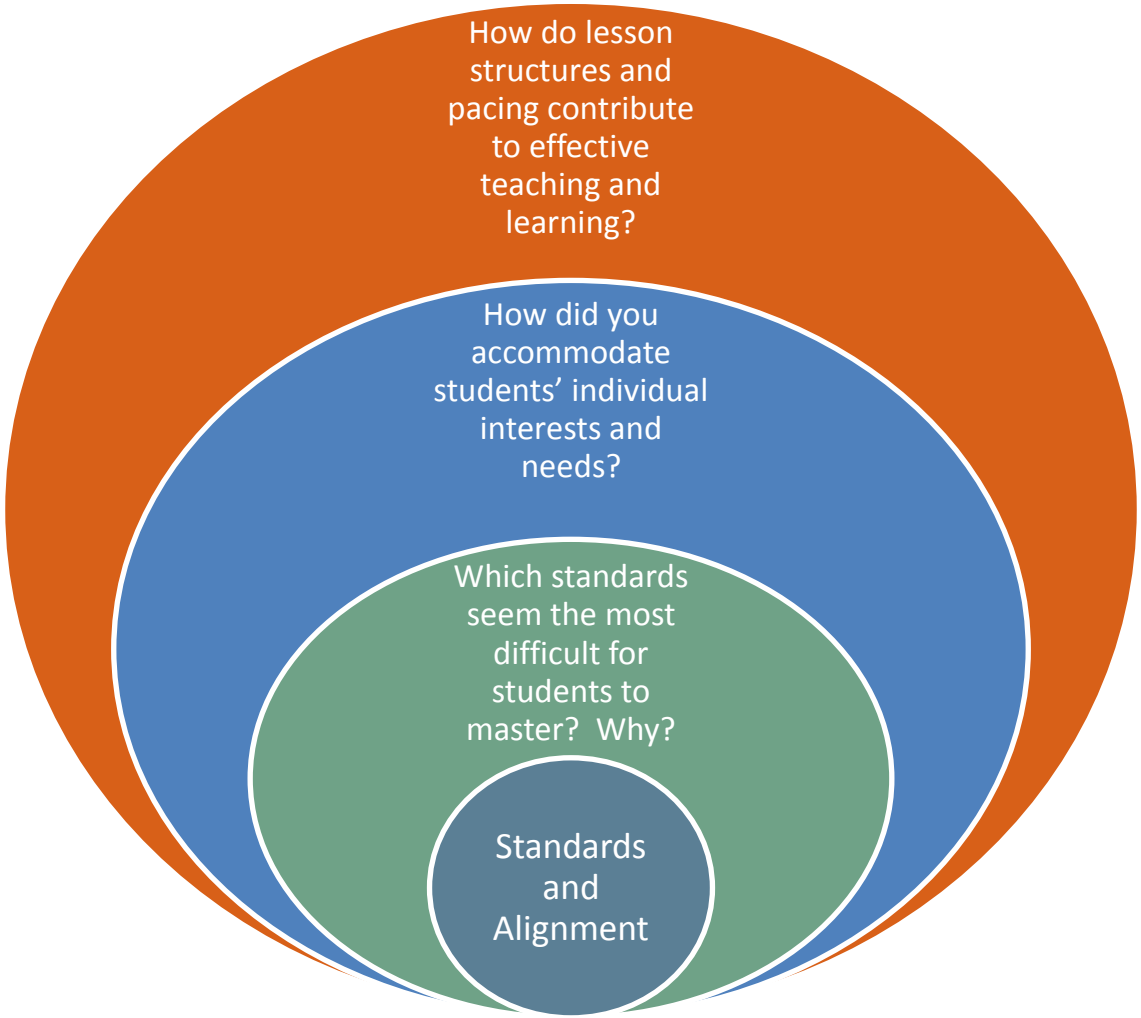

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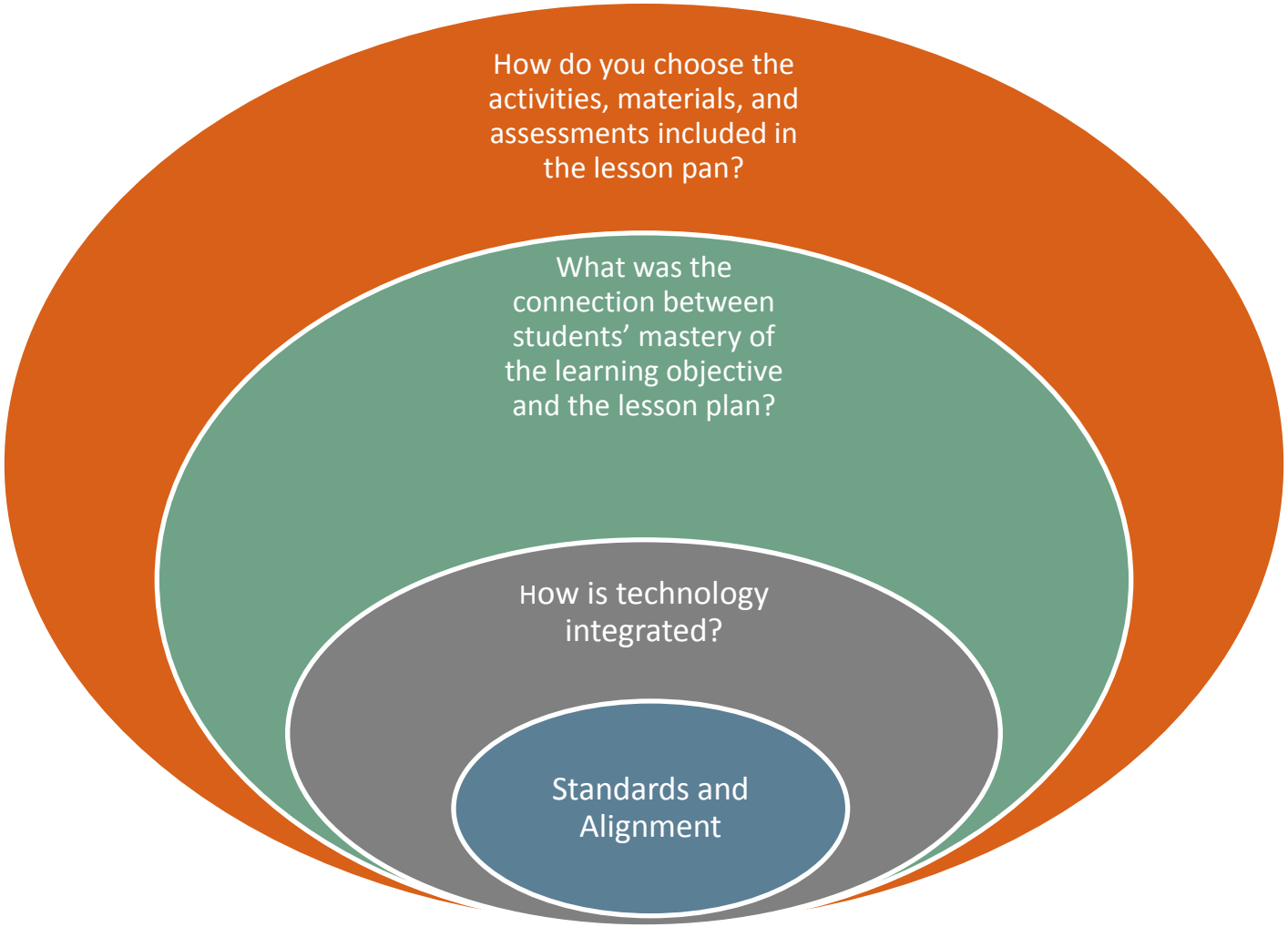

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1.1 – Standards and Alignment – "Feedback Stems"

The learner outcomes or lesson objectives are explicitly communicated – ideally written and verbal - throughout the lesson where both the teacher and students understand what is to be accomplished during the lesson.

There is a clear connection between the learner outcomes, the TEKS or other standards, and how the lesson is designed in the lesson plan and executed during instruction.

The teacher continuously makes references to the learner outcomes and connects what students are doing to the lesson's objective.

Learning objectives are consistently connected to what students have previously learned and their experiences.

There is a clear beginning, middle and end to the lesson, including logical design and pacing that meets the needs of all learners.

Sub-objectives are included to review and connect prior learning, teach a new sub-skill that is required in this objective, and/or to teach a process that supports the lesson objective.

1.1 – Standards and Alignment – "Feedback Stems"

Connections are made with new learning to prior learning, including real-world connections and how learning impacts them (students).

There are horizontal (other standards across the course/grade level) and vertical (from course to course/grade to grade) connections with the standards.

Students are involved in some way to reference and reflect on the standards/learner outcomes, including connecting their product outcomes to the standards.

Technology is incorporated in a way that clearly aligns with the lesson outcomes and supports students in moving towards mastery of those objectives – purposeful by design.

Activities, materials and assessments support teaching and assessing learning for these specific learner outcomes/lesson objectives.

Other disciplines are connected through themes, concepts, issues, problems, etc., with the lesson objectives.

Students can answer the questions: Why am I studying/learning this information? When and how am I going to use this information?

1.1 – Standards and Alignment Summary

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Data and Assessment

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PLANNING 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.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • Formal and informal assessments 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 their own progress. • 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. • 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.	**Instructional Planning Includes:** • Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans. • Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality. • 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.	**Instructional Planning Includes:** • Formal and informal assessments to monitor progress of all students. • Consistent feedback to students, families and other school personnel while maintaining confidentiality. • Analysis of student data connected to specific instructional strategies.	**Instructional Planning Includes:** • Formal and informal assessments to monitor progress of most students. • Timely feedback to students and families. • Utilization of multiple sources of student data.	**Instructional Planning Includes:** • Few formal and informal assessments to monitor student progress. • Few opportunities for timely feedback to students or families. • Utilization of few sources of student data.

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

1.2 – Data and Assessment

Student-Centered Actions
Moving from Proficient to Distinguished

- Formal and informal assessments to monitor progress of all students, engages students in self-assessment and goal setting, and helps students track their growth.

Moves to student-centered actions

- Consistent feedback to students and stakeholders on their students' progress; works with colleagues to adapt school-wide instructional goals and strategies to meet students' needs.

Moves to student-centered actions

- Analysis of student data connected to specific instructional strategies; uses results to monitor effectiveness in relation to student success.

Moves to student-centered actions

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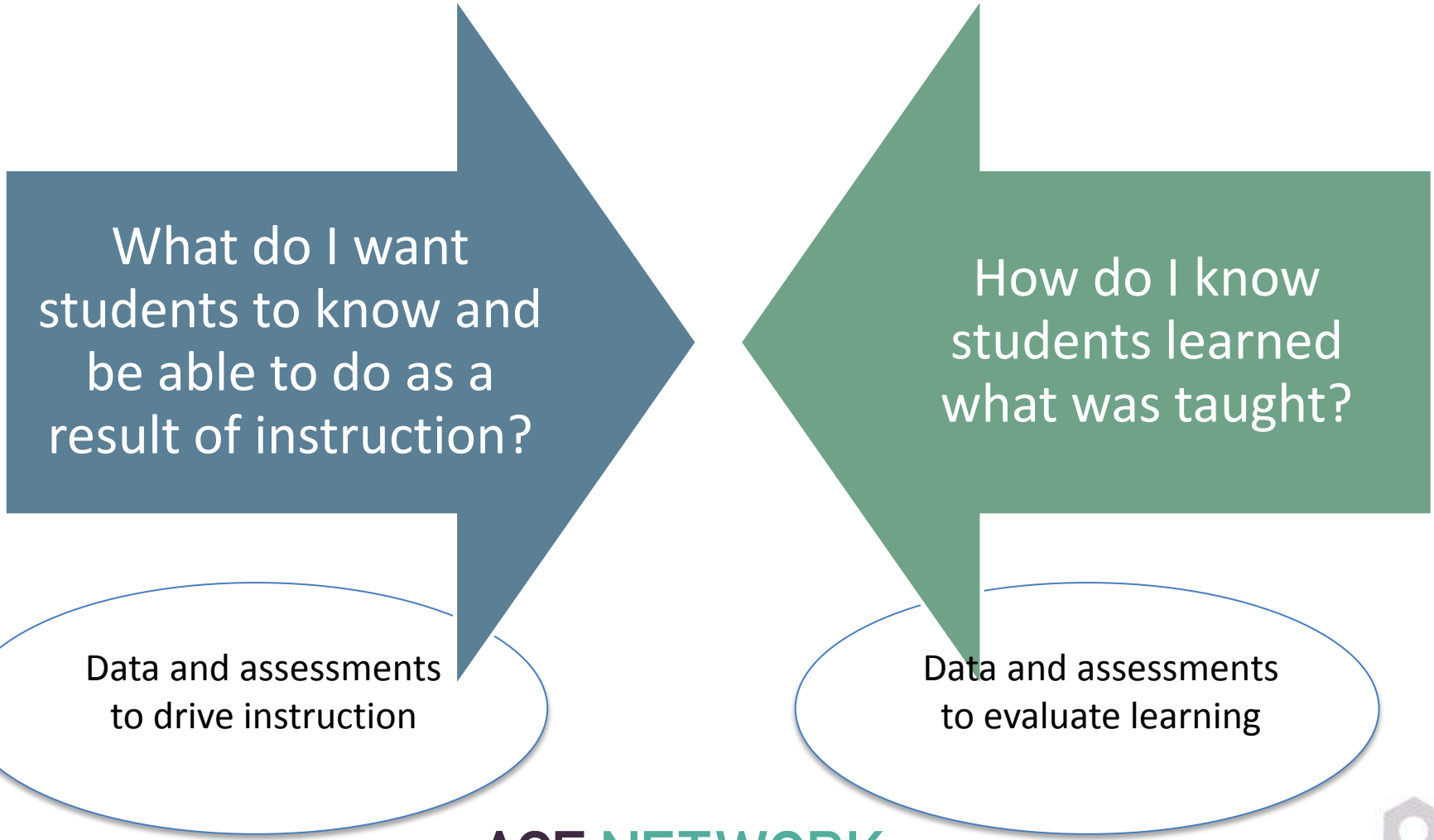
1.2 Data and Assessment Backwards Design



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1.2 Data and Assessment
Elements of High-Quality Assessments

Clear Purpose

Teachers have a purpose for using an assessment

Specific Learning Targets

Teachers start with a clear understanding of the leaning outcome

Sound Design

The test is designed to provide accurate results/data

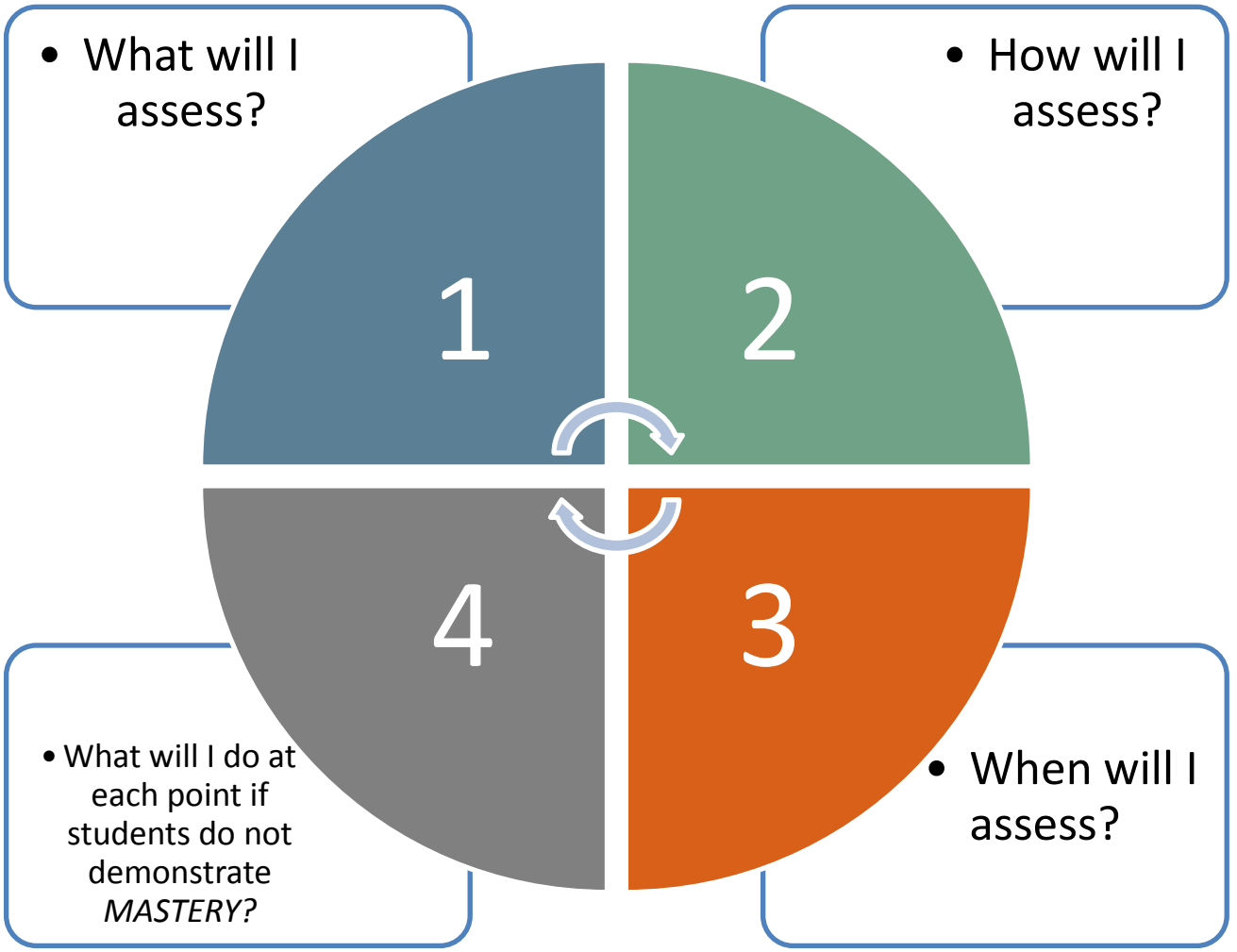
Effective Communication Results

Timelines, next steps, and relevant information is clearly shared

Student Involvement

Teachers involve students in taking ownership of their learning (learning targets, self-assessments, goal setting, and tracking)

Developing an Assessment Plan



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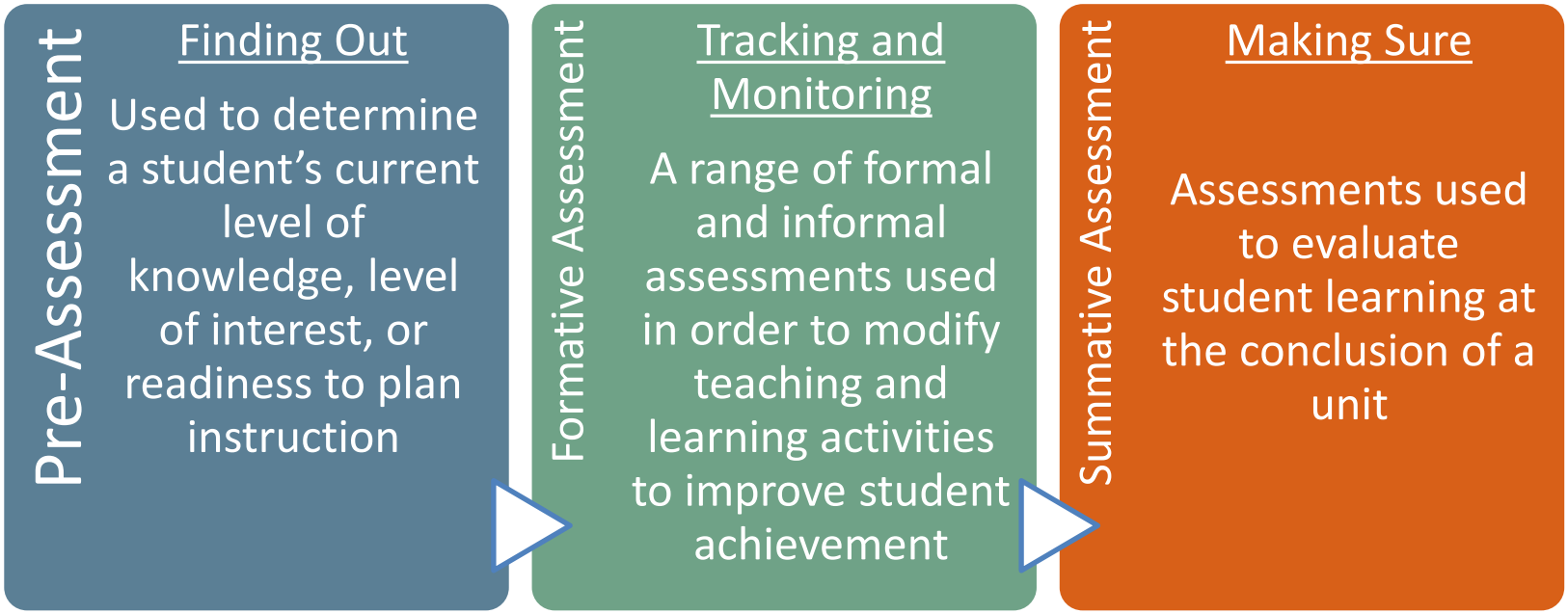
1.2 Data and Assessment

Assessment Cycle



1.2 Data and Assessment "Look Fors"

Data and assessments are used to set individual and group learning goals.

Teachers consistently review student data in relation to student curriculum standards to ensure instruction is on track and make adjustments, as necessary, to meet the needs of all students.

Teachers consistently utilize both formal and informal methods of measuring student progress and mastery towards learning objectives and content knowledge and skills.

Learning outcomes are directly linked to assessment measures that most accurately predict and assess student learning.

Teachers use varied methods of assessing student learning, accommodate students' learning needs with these assessments, and compare data measures, as appropriate to determine trends and patterns over time and develop a holistic picture of students' strengths and learning needs.

1.2 Data and Assessment "Look Fors"

It is evident that data is used to plan for how individual and group learning will occur in the lesson plan and during the lesson, as articulated during instruction and evidenced with artifacts during or following the lesson in discussion with the teacher. *(Use of data binders, assessment results, prior day's instruction, etc.)*

Assessments (formal and informal) are aligned with the lesson outcomes/objectives to measure mastery and include more than one way for students to demonstrate and teachers to measure learning and performance.

Clear measurement criteria are included for activities and products. *(How do we know?)*

1.2 Data and Assessment "Look Fors"

Student work, products and outcomes are aligned to the lesson outcomes/objectives and can be used to assess mastery in some form.

Students are setting goals and self-assessing/self-monitoring learning.

Connections with families to share data and feedback are discussed and evident.

Progress charts and other anecdotal measures are used to track progress/learning.

Use of IEPs, 504s, etc. in designing and delivering instruction, as evidenced in lesson plans and lesson delivery.

Evidence that the teacher understands what is working/not working during the lesson, e.g., "I see these struggles," etc.

1.2 Data and Assessment
Guiding Questions for Administrators

How is data collected and managed in your school to facilitate access for teachers?

What types of data and assessments does your school use to guide instructional decisions?

How is data used to inform instructional practices and individualize learning for all students?

How are other stakeholders, including students, involved in reviewing and understanding data and assessment measures?

1.2 Data and Assessment Guiding Questions for Teachers

Before the Lesson

How does the teacher use multiple sources of data and assessments to plan for classroom instruction, including what students already know and what they need to know?

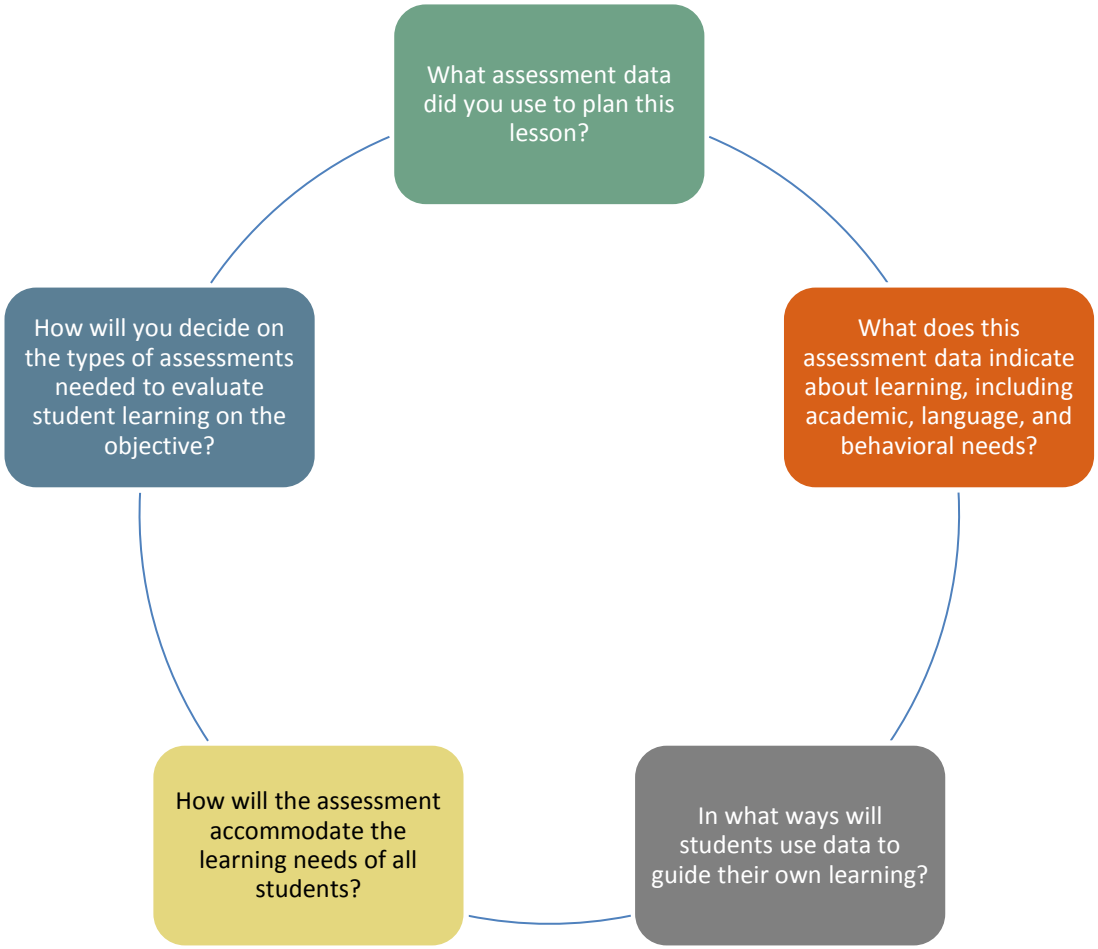
During the Lesson

How does the teacher collect data and use assessments (formal & informal) to determine whether students are learning what was expected during classroom instruction?

After the Lesson

How does the teacher continue to analyze data and assessments after the lesson to plan for subsequent classroom instruction that will allow students to master and/or extend their learning, including sharing this information with students, families, and school staff?

1.2 Data and Assessment
Pre-Conference Sample Questions



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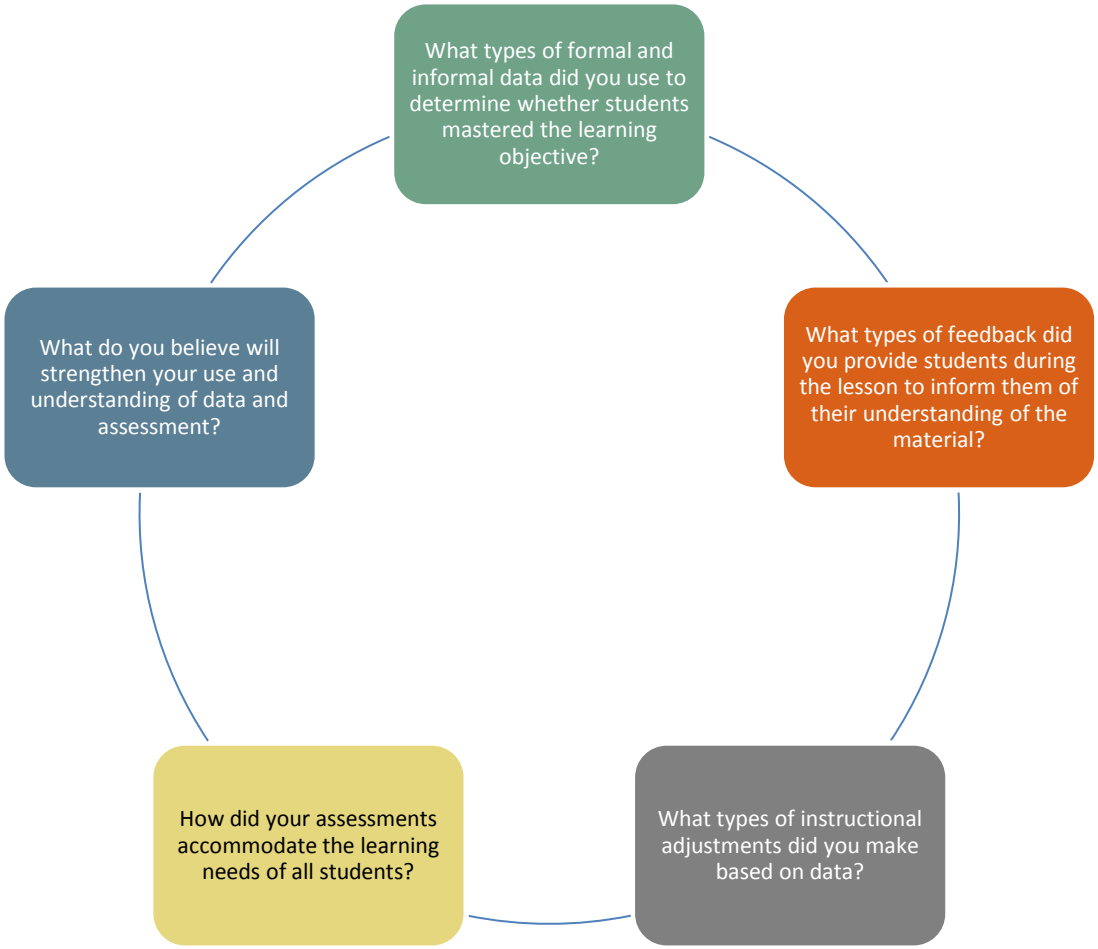
1.2 Data and Assessment
Post-Conference Sample Questions



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Let's Review…

"What do I want my students to be able to do as a result of my teaching?"

"How do/will I know the students learned what I taught?"

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Knowledge of Students

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PLANNING 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.

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←				→ TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. • Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge, experiences and future learning expectations. • Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. • Opportunities for students to utilize their individual learning patterns, habits and needs.	**Instructional Planning Includes:** • All lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students.	**Instructional Planning Includes:** • Most lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students.	**Instructional Planning Includes:** • Few lessons that connect to students' prior knowledge and experiences. • Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.

Sources of Evidence:
Analysis of Student Data, Pre-Conference, Formal Observation

Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

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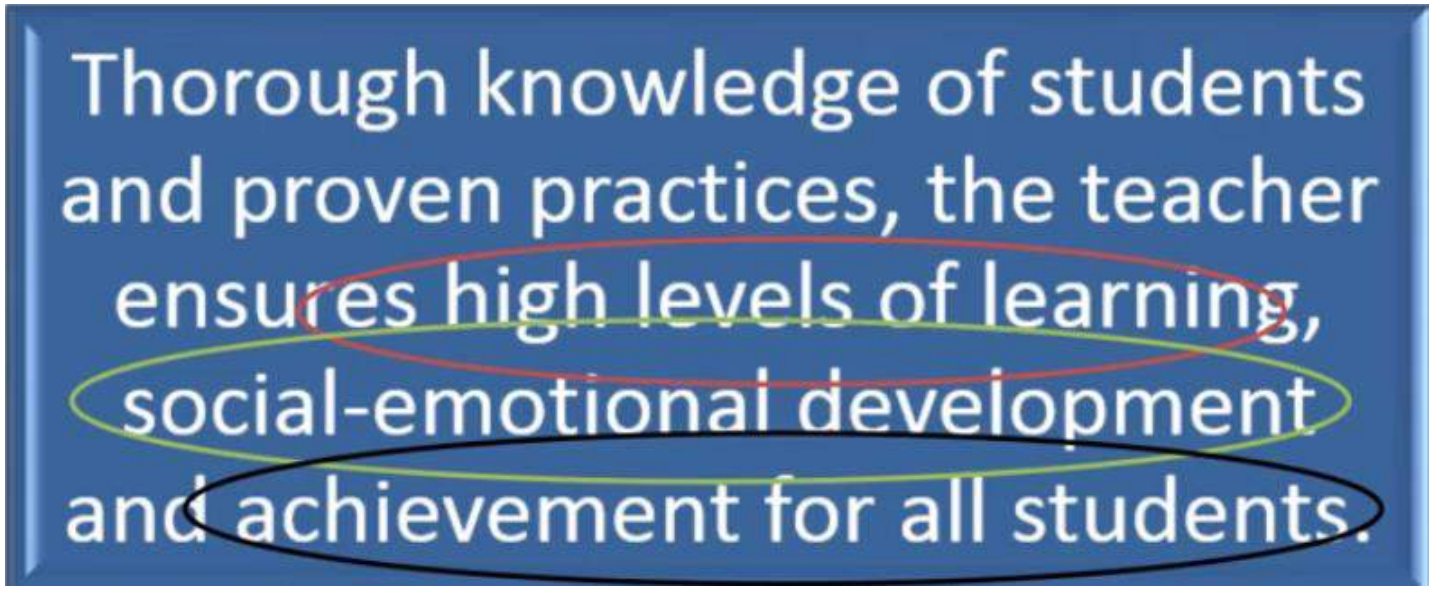
1.3 – Knowledge of Students



1.3 – Knowledge of Students

Student-Centered Actions

Moving from Proficient to Distinguished

- All lessons connect to students' prior knowledge, life experiences, interests, and future learning expectations across content areas.

Moves to student-centered actions

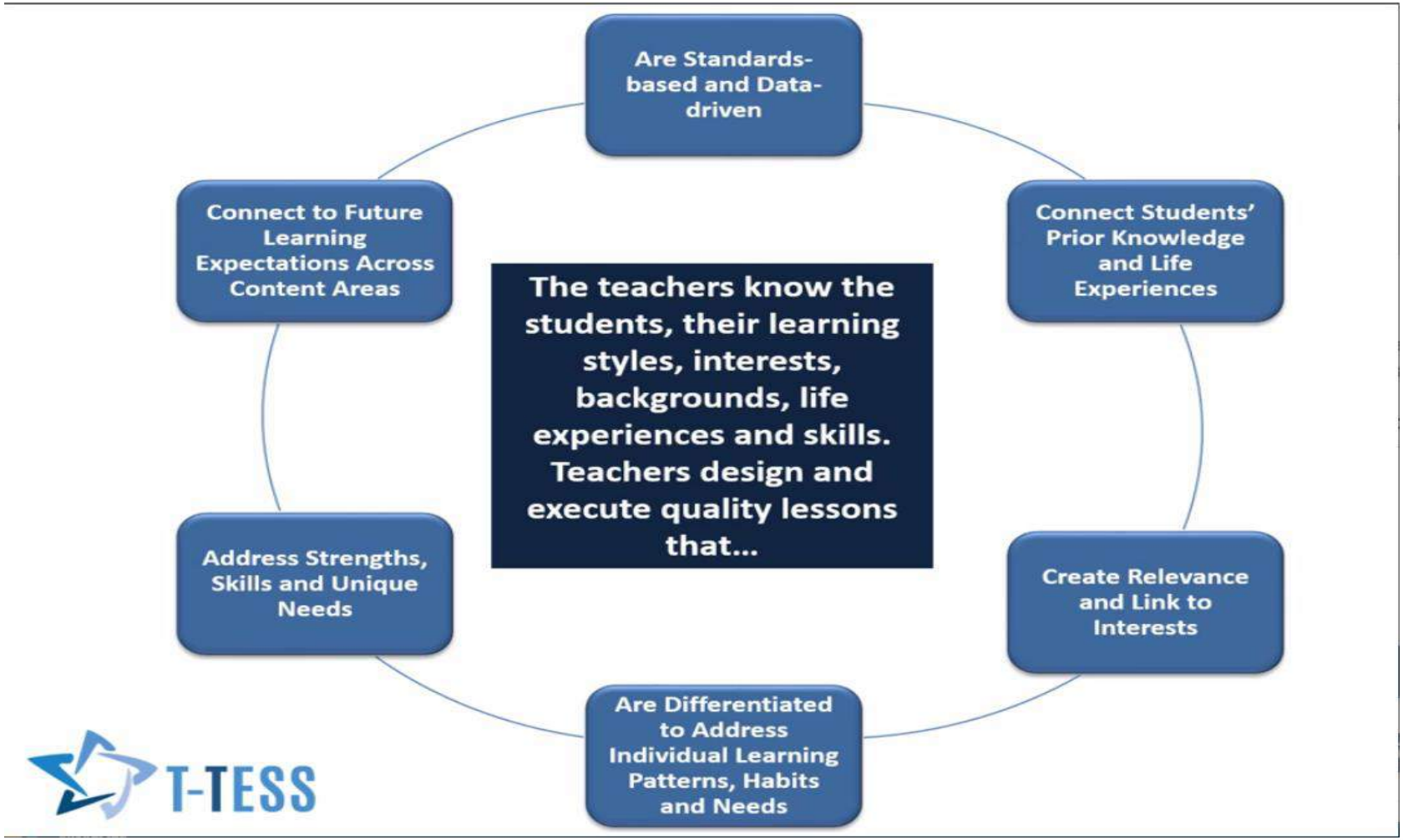
- Opportunities for students to utilize their individual patterns, habits, and needs to achieve high levels of academic and social-emotional success.

Moves to student-centered actions

- Guidance for students to apply their strengths, background knowledge, life experiences, and skills to enhance each others' learning.

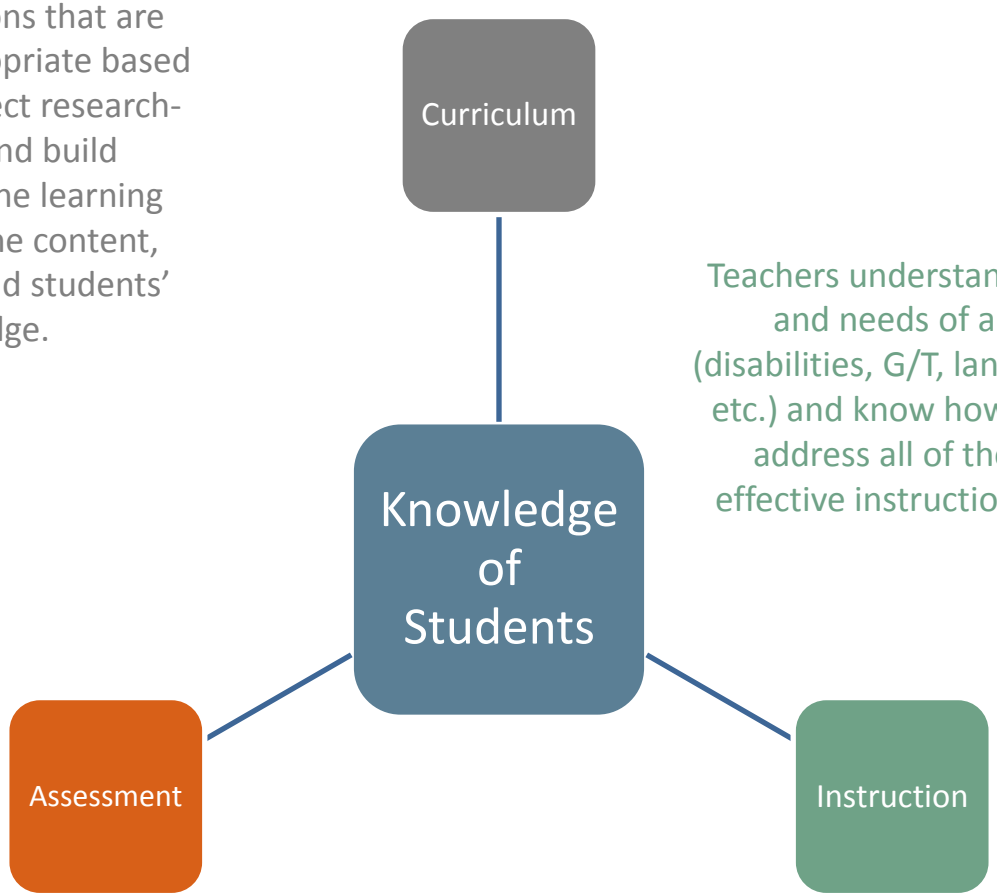
Moves to student-centered actions

1.3 – Knowledge of Students



1.3 – Knowledge of Students

Teachers design lessons that are developmentally appropriate based on the standards, reflect research-based practices, and build coherently towards the learning outcome based on the content, scope & sequence, and students' prior knowledge.



Teachers understand the qualities and needs of all students (disabilities, G/T, language, cultural, etc.) and know how to effectively address all of them through effective instructional strategies.

Teachers vary their methods of assessing student learning to reflect the needs of all students and use multiple forms of assessment to consistently gauge their students' understanding of the learning target.

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1.3 Knowledge of Students "Look fors"

Teachers are purposeful in utilizing students' individual strengths as a basis for academic and social-emotional growth.

Teachers anticipate students' learning difficulties and incorporate differentiated strategies to address these needs and master what is being taught.

A community of learners is established where teachers model continuous improvement and differences in learning and background are viewed as an asset and platform for growth.

Teachers understand the unique qualities of students with exceptional needs, including cultural, educational, linguistic, disabilities, and giftedness, and seek opportunities to learn how to effectively address these needs so that instruction is fully accessible.

Teachers understand how learners develop and construct meaning and the relationship of these concepts to acquiring specific knowledge and skills.

1.3 – Knowledge of Students "Look Fors"

Students' prior knowledge and experiences are discussed, addressed, and incorporated in the lesson.

The teacher and students can articulate learning strengths and gaps.

The lesson capitalizes on students' strengths and learning gaps and is structured in a way that addresses their unique learning needs.

Learning styles are included using varied modalities in purposeful ways.

Student choice is evident.

Teacher practices incorporate student interests and cultural heritage, as appropriate.

1.3 Knowledge of Students
Guiding Questions for Administrators

What processes do teachers use to gain thorough knowledge of their students?

How are lessons connected to students' prior knowledge, life experiences, interests, and subsequent expectations for learning?

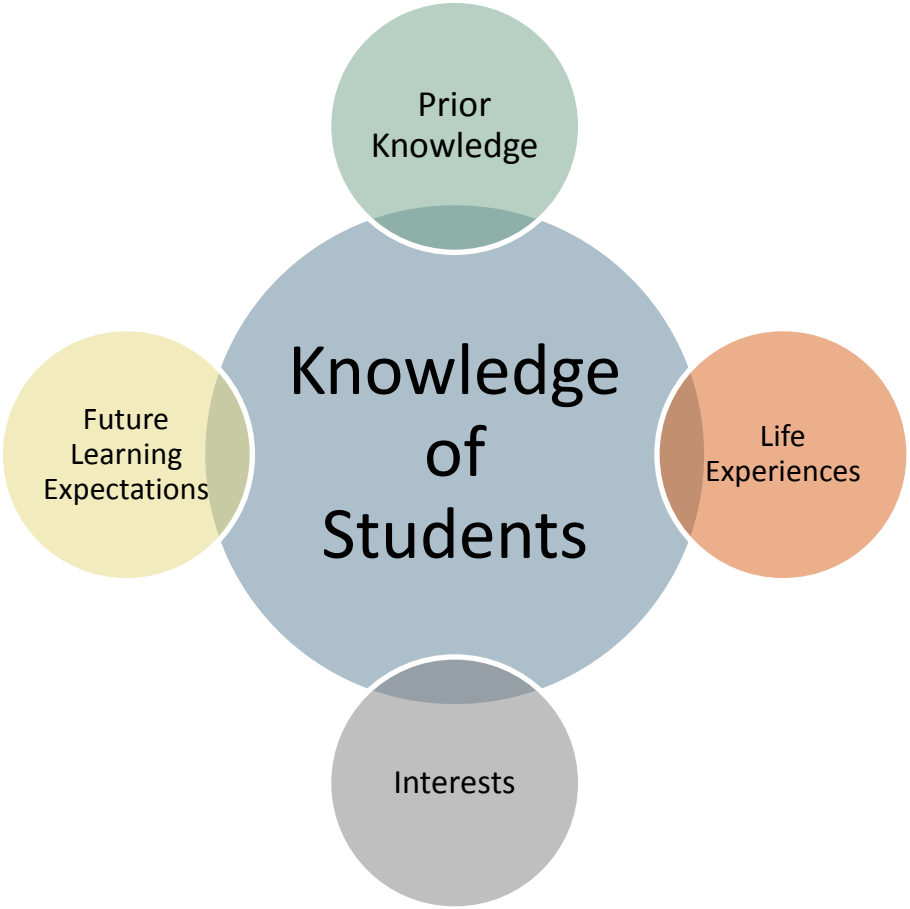
How do lessons connect across content areas and disciplines?

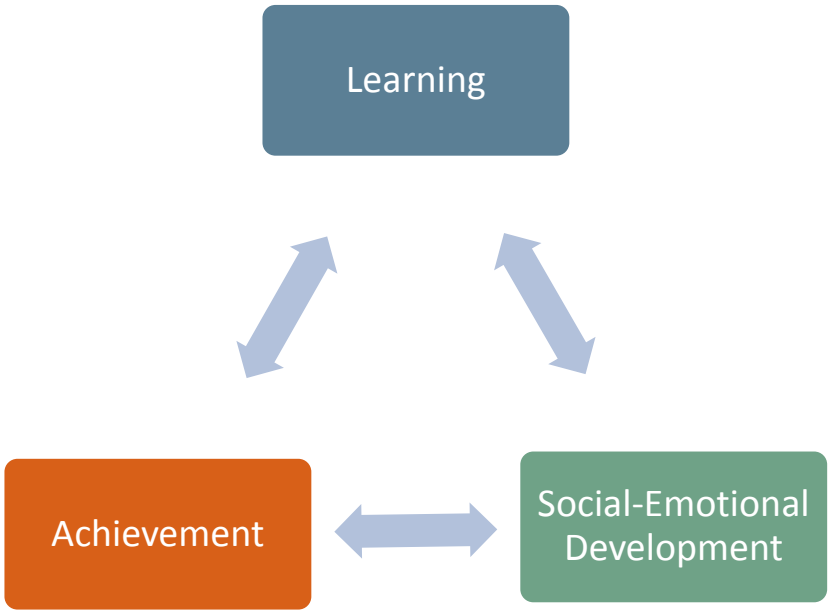
How are lessons adjusted to address individual student needs?

How are students encouraged and supported in understanding and utilizing their individual learning patterns, habits and needs to facilitate academic and social-emotional success in classrooms that are student-centered, student-led?

In what ways are students guided to apply their own strengths, background knowledge, life experiences and skills to enhance each other's learning?

1.3 – Knowledge of Students Summary





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Activities

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PLANNING DIMENSION 1.4

Activities

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

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS				TEACHER-CENTERED ACTIONS
Instructional Planning Includes: • Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application • Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability. • The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups. • 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.	**Instructional Planning Includes:** • Questions that encourage all students to engage in complex, higher-order thinking and problem solving. • Instructional groups based on the needs of all students and maintains both group and individual accountability. • All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.	**Instructional Planning Includes:** • Questions that encourage all students to engage in complex, higher-order thinking. • Instructional groups based on the needs of all students. • All students understanding their individual roles within instructional groups. • Activities, resources, technology and instructional materials that are all aligned to instructional purposes.	**Instructional Planning Includes:** • Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking. • Instructional groups based on the needs of most students. • Most students understanding their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.	**Instructional Planning Includes:** • Encourages little to no complex, higher-order thinking. • Instructional groups based on the needs of a few students. • Lack of student understanding of their individual roles within instructional groups. • Activities, resources, technology and/or instructional materials misaligned to instructional purposes.

Sources of Evidence: Pre-Conference, Formal Observation

Standards Basis: 1B, 1C, 1D, 1E

T-TESS

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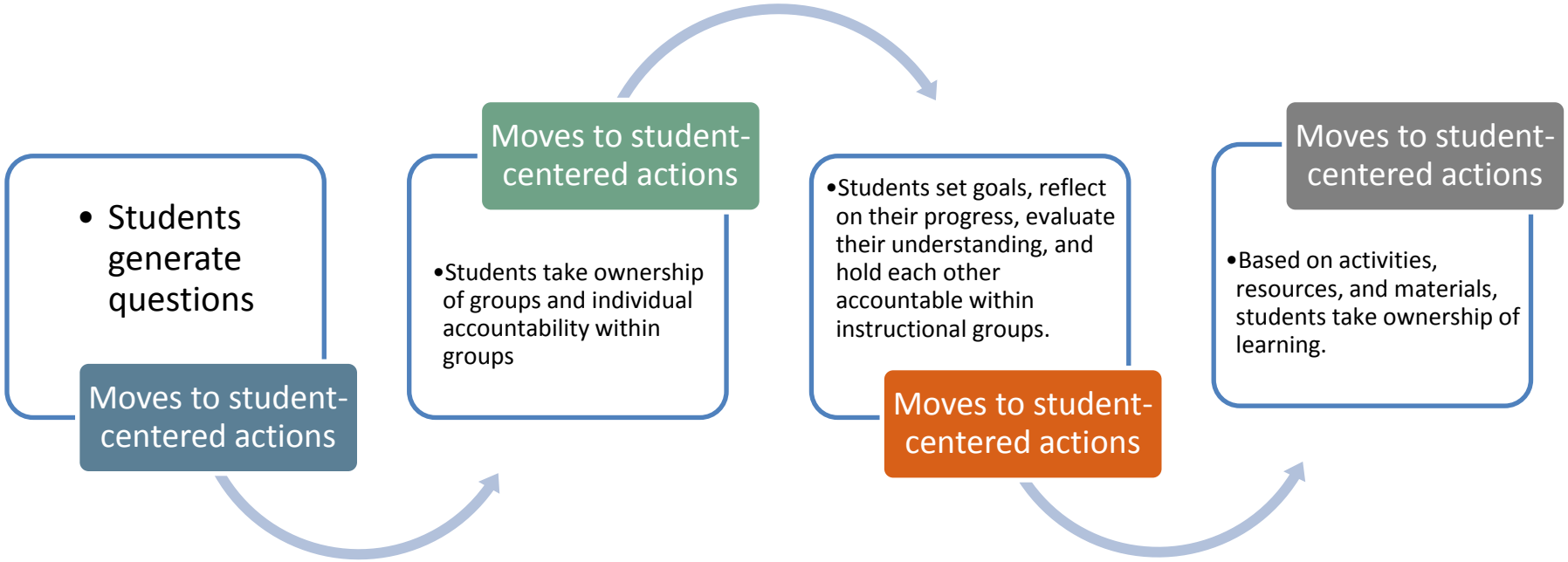
1.4 – Activities

Student-Centered Actions

Moving from Proficient to Distinguished



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1.4 – Activities

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

Explanation of Activities

Descriptor 1: Questions that encourage students to engage in complex, higher-order thinking.

Descriptor 1: When planning instructional activities:

Teachers plan how they will pose questions where students are expected to engage in individual and collaborative thinking *(analytical, creative and practical, research-based)* and problem solving.

Questions are purposeful and consistently sequenced with attention to the instructional goals and move toward complex, higher-order thinking.

Questions create challenging learning experiences where students apply disciplinary and cross-disciplinary knowledge to real-world problems.

Students generate questions that lead to further inquiry and self-directed learning.

Explanation of Activities

Descriptor 2: Instructional groups based on the needs of all students.

Descriptor 2: When planning instructional activities:

Teachers use student data to plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

Teachers design lessons and differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation and implementation of individual education plans.

Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students and student groups.

Teachers manage and facilitate groupings in order to maximize student collaboration, participation and achievement.

Teachers use results from different measure to develop a holistic picture of students strengths and learning needs as a basis for instructional groups.

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Explanation of Activities

Descriptor 3: All students understanding their individual roles within instructional groups.

Descriptor 3: When planning instructional activities:

Routines and procedures are clear and concise to convey individual and group expectations.

Teachers are purposeful about communicating each student's role within instructional groups.

Teachers involve students in self-assessment, goal setting and monitoring their progress within instructional groups.

Student-to-student interactions are supportive and facilitate shared participation and accountability for learning outcomes.

Teachers maintain a culture based on high expectations for performance and encourage students to be self-motivated and monitor their own learning.

Explanation of Activities

Descriptor 4: Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Descriptor 4: When planning instruction:

Teachers focus on the learning outcomes to determine which activities, resources, technology and instructional materials best support students in meeting the learning objectives.

The activities, resources, technology and materials challenge students, sustain their attention, are relevant to their lives and promote curiosity and suspense.

Opportunities for student-to-student interactions are used to determine which activities, resources, technology and instructional materials will be incorporated.

The activities, resources, technology and materials address students' unique learning needs and differences, including disabilities, linguistic, giftedness, etc., so that instruction is fully accessible and challenging.

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1.4 – Activities "Look Fors"

Teachers purposefully plan activities which are challenging for all students and keep them engaged and motivated to learn.

The teacher serves as a facilitator, incorporating activities that best match the content, and move towards student-centered actions that allow for them to take ownership of their own learning.

Lessons that value inquiry, curiosity and exploration allow students to connect with the learning at higher levels of cognition.

Teachers model effective questioning techniques and how to respond to students' questions. This modeling leads to lessons which purposefully incorporate opportunities for students to generate questions for student-to-student interactions that lead to thinking and promote complex, higher-order thinking, problem solving and real-world connections.

1.4 Activities
Guiding Questions for Administrators

How are students provided opportunities to generate questions that lead to complex, higher-order thinking, problem solving and real-world applications at varying times during the lesson?

How are data and assessments used to guide decisions regarding varying student groups?

How are expectations for individual and group roles, responsibilities, and accountability communicated and monitored to promote student-centered actions and behaviors?

How are students led through goal setting processes and provided structures for assessing progress and goal attainment?

How do teachers purposefully select activities, resources, technology and other instructional materials to maximize learning and encourage student-centered instruction?

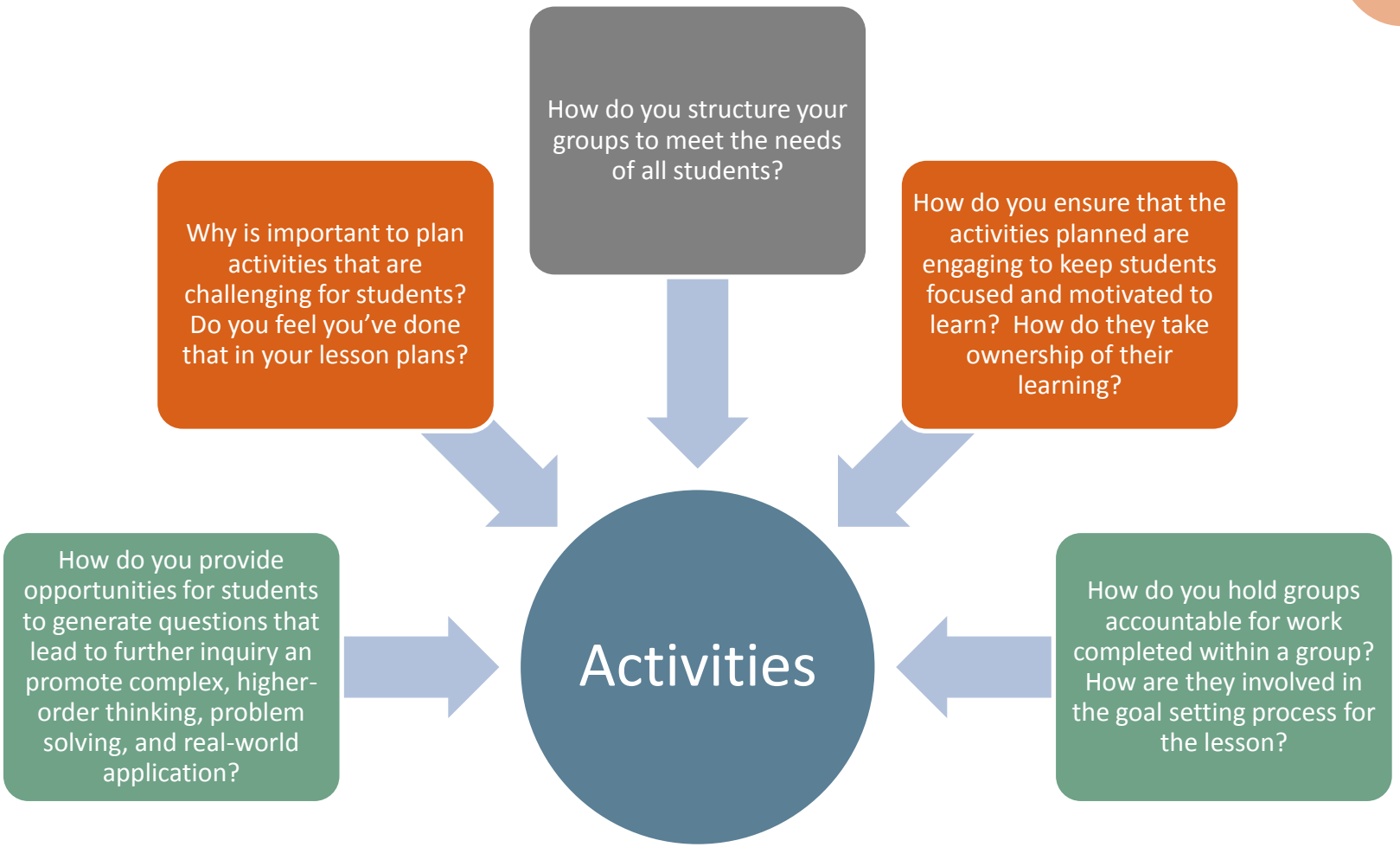
1.4 – Activities "Feedback Stems"

- Key questions/essential questions are purposefully planned and presented where students are expected to think and process at higher levels.
- Questions are posed, extended and subsequently generated to promote complex, higher order thinking.
- Student-to-student interactions are evident with planned activities that lead to self-direction and self-monitoring.
- Students are motivated and authentically engaged in learning.
- Students are grouped during the lesson to address their individual strengths and needs. There is rationale for how they are grouped as part of the planning process.
- Student groups are dynamic and change based on data and need.

1.4 – Activities "Feedback Stems"

- Roles and responsibilities are assigned to facilitate the activities and efficiently transition and process activities.
- Students set learning goals and hold each other accountable in groups.
- Students are held accountable for individual and group work.
- Student accountability includes evaluating each other through participation and possibly performance.
- Activities are purposefully tied to the learner outcomes/lesson objectives and structured in a way that leads to deeper, complex learning over time.
- Students are problem solving and thinking at higher levels.
- Instructional materials and resources extend beyond curriculum texts.

Pre-Conference Sample Questions for Dimension 1.4



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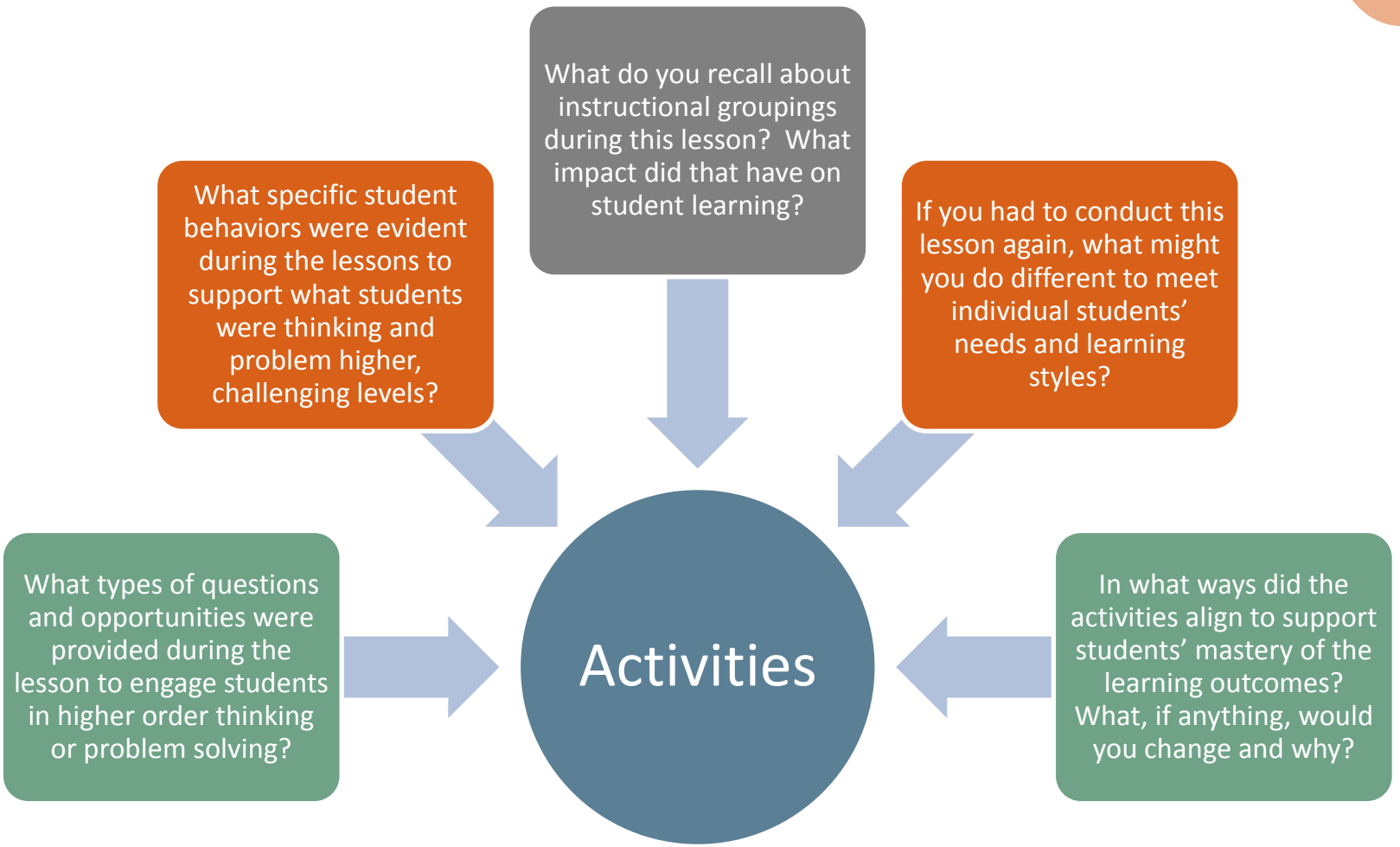
Post-Conference Sample Questions for Dimension 1.4



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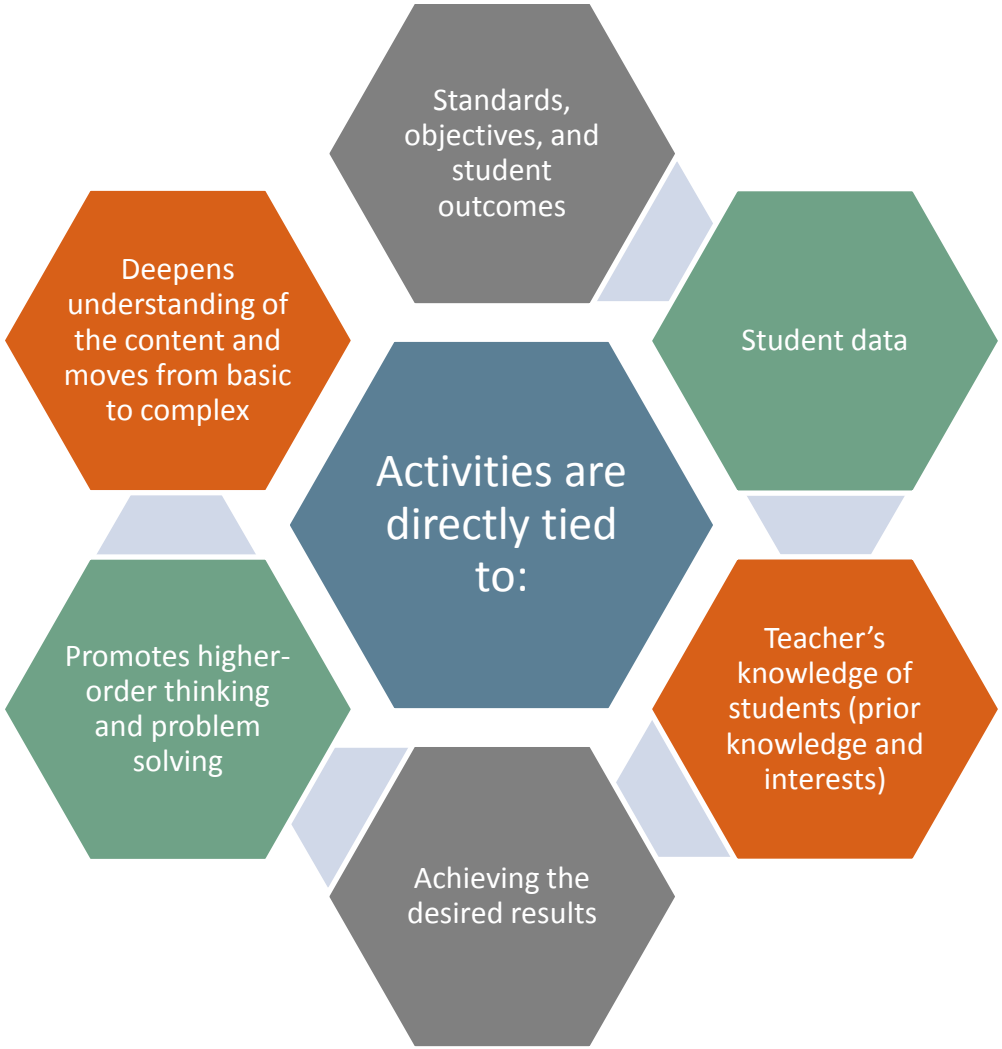
1.4 - Activities Summary



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