

Teacher Observation Performance Standards

The document describes the teacher observation performance standards. Cohort applicants will be expected to use performance standards along with district teacher observation and student growth data to determine which teachers qualify for designations. The data validation process will include a holistic review of how accurately district systems align their designations to the statewide performance standards. The data validation process will confirm the validity of the reported teacher observation and student growth measures. The statewide performance standards are aligned with T-TESS. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

Overall Minimum Average Scores

The following shows the minimum average scores across T-TESS domains 2 and 3 to achieve each level of designation (Recognized, Exemplary, and Master). The minimum average scores were derived from an analysis of T-TESS observations from across the state with scores on a 1 to 5 scale. The minimum average for a Master teacher shows the 95th percentile score, the minimum average for an Exemplary teacher shows the 80th percentile score, and the minimum average for a Recognized teacher shows the 67th percentile score. These overall minimum average scores will be reflected in commissioner rules.

Scores derived from equivalent domains on approved observation rubrics should reflect the percent of possible points earned. Teachers in each of the three designated categories tend to have scores above these minimum averages, however, the overall holistic review may allow for scores that are nominally lower than these stated minimums in some cases.

Teacher Observation Minimum Average Ratings

Designation Level	Minimum Average Score Across Domain 2 and 3	Minimum Rating Required for each Dimension in Domain 2 and 3
<i>Recognized</i>	3.7 (74% of possible points)	At least 3 (proficient) on all dimensions
<i>Exemplary</i>	3.9 (78% of possible points)	At least 3 (proficient) on all dimensions
<i>Master</i>	4.5 (90% of possible points)	At least 3 (proficient) on all dimensions

T-TESS Domain and Dimension Score Averages

The table below shows the average dimension and domain scores for each designation level. The average scores were derived from the statewide analysis of T-TESS observations with scores on a scale from 1 to 5. This table reflects the average scores of the teachers in the statewide analysis that qualified for each designation. The average score for Master reflects the average score for teachers in the 95th percentile and above, the average score for Exemplary reflects the average score for teachers in the 80th to 94th percentile, and the average score for Recognized reflects the average score for teachers in the 67th to 79th percentile. These overall dimension averages can be used to guide teacher designations with respect to scores in each of the dimensions referenced below. Note that while this table was based on T-TESS data, the categories for Instruction and Learning Environment can translate to other rubrics that include similar categories.

	Master	Exemplary	Recognized
Average Domain 2 (Instruction)	4.56	3.97	3.55
Dimension 2.1 (Achieving Expectations)	4.51	3.95	3.52
Dimension 2.2 (Content Knowledge and Expertise)	4.63	4.04	3.61
Dimension 2.3 (Communication)	4.61	4.01	3.64
Dimension 2.4 (Differentiation)	4.49	3.9	3.44
Dimension 2.5 (Monitor and Adjust)	4.56	3.98	3.52
Average Domain 3 (Learning Environment)	4.9	4.19	3.97
Dimension 3.1 (Classroom Environment, Routines, and Procedures)	4.89	4.16	3.97
Dimension 3.2 (Managing Student Behavior)	4.87	4.19	3.97
Dimension 3.3 (Classroom Culture)	4.92	4.24	3.98

Teacher Observation Performance Descriptors

(aligned to T-TESS)

The following table lists observable teacher behaviors in each of the three TIA teacher designation levels and represent a guide for high impact instructional moves that appraisers can look for during teacher observations that correspond the three teacher designation levels. Behaviors noted in **green** correspond to **Distinguished** teacher actions on the T-TESS rubric. Behaviors noted in **blue** correspond the **Accomplished** teacher actions on the T-TESS rubric. Behaviors noted in **red** correspond to **Proficient** teacher actions on the T-TESS rubric.

All of the teacher behaviors noted below can correspond to the Instructional and Learning Environment components of other teacher rubrics. While these behaviors were based on T-TESS, districts do not have to use T-TESS in order to be able to use these descriptors. For districts using rubrics other than T-TESS, Texas Tech University will work with districts to develop a performance standards crosswalk during the system application process prior to district data submission.

NOTE: There likely will be more than one way to achieve the average numerical score rating for each designation level in each dimension and domain listed in the table above. For example, the table below lists a guiding example of one way the dimension averages above could be achieved. For example, to achieve an average score of 4.5 on dimension 2.1, an appraiser could observe two teacher behaviors in the Master column below (worth 5 points each) and two behaviors in the Exemplary column below (worth 4 points each) for an average of 4.5 in this dimension. This is the example shown. However, an observer also could observe three behaviors in the Master column and one behavior in the Recognized column, which also averages to a 4.5. The table is meant as a guide and does not necessarily represent a 1:1 correspondence.

Category One: Instruction

Achieving Expectations (4 descriptors required)

Master	Exemplary	Recognized
<p><i>Example: 2 of the 4 following behaviors observed:</i></p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that all students demonstrate mastery of the objective. • Provides opportunities for students to self-monitor and self-correct mistakes. • Systematically enables students to set goals for themselves and monitor their progress over time <p>AND</p> <p>Up to 2 of the 4 following behaviors observed:</p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor 	<p><i>Example: 3 of the 4 following behaviors observed:</i></p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor <p>AND</p> <p>Up to 1 of the 4 following behaviors observed:</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning 	<p><i>Example: 2 of the 4 following behaviors observed:</i></p> <ul style="list-style-type: none"> • Provides opportunities for students to establish high academic and social-emotional expectations for themselves. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Anticipates student mistakes and encourages students to avoid common learning pitfalls. • Establishes systems where students take initiative of their own learning and self-monitor <p>AND</p> <p>Up to 2 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Sets academic expectations that challenge all students. • Persists with the lesson until there is evidence that most students demonstrate mastery of the objective. • Addresses student mistakes and follows through to ensure student mastery. • Provides students opportunities to take initiative of their own learning

Content Knowledge and Expertise (5 descriptors required)

Master	Exemplary	Recognized
<p>Example: 3 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects. • Integrates learning objectives with other disciplines, content areas and real-world experience. • Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • 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. <p>AND</p> <p>Up to 2 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. 	<p>Example: 4 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. <p>AND</p> <p>Up to 1 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards. 	<p>Example: 2 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Conveys a depth of content knowledge that allows for differentiated explanations. • Integrates learning objectives with other disciplines and real world experiences. • Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns. • Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards. <p>AND</p> <p>Up to 3 of the 5 following behaviors observed:</p> <ul style="list-style-type: none"> • Conveys accurate content knowledge in multiple contexts. • Integrates learning objectives with other disciplines. • Anticipates possible student misunderstandings. • Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based). • Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

Communication (5 or 6 behaviors required)

Master	Exemplary	Recognized
<p>Example: 4 of the following 6 behaviors observed:</p> <ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers. • Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson. • Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning. • Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content. <p>AND up to 2 of the following 6 behaviors observed:</p> <ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. 	<p>Example: All 6 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. 	<p>Example: 3 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers. • Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning. • Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct. • Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion. • Skillfully uses probing questions to clarify, elaborate and extend learning. • Provides wait time when questioning students. <p>AND Up to 2 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers. • Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. • Provides explanations that are clear and uses verbal and written communication that is clear and correct. • Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion. • Uses probing questions to clarify and elaborate learning.

Differentiation (4 behaviors required)

Master	Exemplary	Recognized
<p>Example: 2 of the 4 following behaviors observed:</p> <ul style="list-style-type: none"> • Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. • Consistently monitors the quality of student participation and performance. • Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. <p>AND</p> <p>Up to 2 of 4 following behaviors observed:</p> <ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>Example: All 4 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>Example: 2 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. <p>AND</p> <p>Up to 2 of the 4 following behaviors observed:</p> <ul style="list-style-type: none"> • Adapts lessons to address individual needs of all students. • Regularly monitors the quality of student participation and performance. • Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. • Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs.

Monitor and Adjust (3 behaviors required)

Master	Exemplary	Recognized
<p>Example: 2 of the 3 following behaviors observed:</p> <ul style="list-style-type: none"> • Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Uses discreet and explicit checks for understanding through questioning and academic feedback. <p>AND</p> <p>Up to 1 of the 3 following behaviors observed:</p> <ul style="list-style-type: none"> • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback. 	<p>Example: All 3 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback. 	<p>Example: 2 of the 3 following behaviors observed:</p> <ul style="list-style-type: none"> • Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. • Adjusts instruction and activities to maintain student engagement. • Continually checks for understanding through purposeful questioning and academic feedback. <p>AND</p> <p>Up to 1 of the following 3 behaviors observed:</p> <ul style="list-style-type: none"> • Consistently invites input from students in order to monitor and adjust instruction and activities. • Adjusts instruction and activities to maintain student engagement. • Monitors student behavior and responses for engagement and understanding.

Category Two: Learning Environment

Classroom Environment, Routines and Procedures (3 behaviors required)

Distinguished	Exemplary	Recognized
<p>Example: 2 of the 3 following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility. • Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment. • The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives <p>AND</p> <p>Up to 1 of the following 3 behaviors observed:</p> <ul style="list-style-type: none"> • Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<p>Example: All 3 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. 	<p>Example: 2 of the 3 following behaviors observed:</p> <ul style="list-style-type: none"> • Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly. • Students take some responsibility for managing student groups, supplies and/or equipment. • The classroom is safe, inviting and organized to support learning objectives and is accessible to all students. <p>AND</p> <p>Up to 1 of the following behaviors observed:</p> <ul style="list-style-type: none"> • All procedures, routines and transitions are clear and efficient. • Students actively participate in groups, manage supplies and equipment with very limited teacher direction. • The classroom is safe and organized to support learning objectives and is accessible to most students.

Managing Student Behavior (2 behaviors required)

Master	Exemplary	Recognized
<p>Example: Both of the following behaviors observed:</p> <ul style="list-style-type: none"> • Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. • Students and the teacher create, adopt and maintain classroom behavior standards. 	<p>Example: Both of the following behaviors observed:</p> <ul style="list-style-type: none"> • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards 	<p>Example: At least one of the following behaviors observed:</p> <ul style="list-style-type: none"> • Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. • Most students know, understand and respect classroom behavior standards <p>AND</p> <p>Up to 1 of the following behaviors observed:</p> <ul style="list-style-type: none"> • Consistently implements the campus and/or classroom behavior system proficiently. • Most students meet expected classroom behavior standards.

Classroom Culture (2 behaviors required)

Master	Exemplary	Recognized
<p>Example: Both of the following behaviors observed:</p> <ul style="list-style-type: none"> • Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students. • Students collaborate positively and encourage each other's efforts and achievements. 	<p>Example: Both of the following behaviors observed:</p> <ul style="list-style-type: none"> • Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher. 	<p>Example: At least one of the following behaviors observed:</p> <ul style="list-style-type: none"> • Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities. • Students collaborate positively with each other and the teacher. <p>AND</p> <p>Up to one of the following behaviors observed:</p> <ul style="list-style-type: none"> • Engages all students in relevant, meaningful learning. • Students work respectfully individually and in groups.