

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	18
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)	sc
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.
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	3€
	INSTRUCTION		
 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	58

Sample Teacher Guide Crosswalk

Aimee LaPointe Terosky, Vicki L. Baker, Jeffrey C. Sun

Sample Teacher Guide Crosswalk:

A Practical Guide to Teaching Research Methods in Education Aimee LaPointe Terosky, Vicki L. Baker, Jeffrey C. Sun, 2023-03-23 A Practical Guide to Teaching Research Methods in Education brings together more than 60 faculty experts The contributors share detailed lesson plans about selected research concepts or skills in education and related disciplines as well as discussions of the intellectual preparation needed to effectively teach the lesson Grounded in the wisdom of practice from exemplary and award winning faculty from diverse institution types career stages and demographic backgrounds this book draws on both the practical and cognitive elements of teaching educational and related research to students in higher education today The book is divided into eight sections covering the following key elements within education and related research problems and research questions literature reviews and theoretical frameworks research design quantitative methods qualitative methods mixed methods findings and discussions and special topics such as student identity development community and policy engaged research and research dissemination Within each section individual chapters specifically focus on skills and perspectives needed to navigate the complexities of educational research The concluding chapter reflects on how teachers of research also need to be learners of research as faculty continuously strive for mastery identity and creativity in how they guide our next generation of knowledge producers through the research process Undergraduate and graduate professors of education and related research courses dissertation chairs committee members faculty development staff members and graduate students would all benefit from the lessons and expert commentary A Teacher's Guide to VITAL Collaboration Kevin Perks, 2025 This guide provides K 12 educators contained in this book with a structured evidence driven approach to Professional Learning Communities PLCs offering powerful tools and facilitation techniques to enhance both teaching and professional growth Unlike typical approaches to data teams the VITAL Visibly Improving Teaching and Learning Collaboration model uses concrete evidence from teacher practice and student learning to establish clear goals and pathways for equitable instructional improvement It facilitates visible growth in both teachers and students by examining artifacts such as lessons classroom observations student work and assessment data The comprehensive framework integrates insights from research on teacher efficacy improvement science professional learning communities and lesson study to optimize collaborative efforts Teachers and school leaders will find practical strategies protocols and facilitation guidance to foster a culture of continuous improvement within their PLCs Whether you are enhancing your instructional practices or guiding colleagues toward better outcomes this guide will help you maximize the impact of every PLC session This book is an excellent companion to Kevin Perks s A School Leader s Guide to VITAL Collaboration Book Features Evidence Driven Approach Departing from traditional models VITAL fosters a cyclical data informed process where concrete evidence from teaching and student learning drives goal setting and instructional improvement leading to measurable gains in both teaching quality and student achievement Comprehensive Framework

Integrates diverse educational methodologies including school improvement science and lesson study into a cohesive framework providing educators with a robust toolkit of protocols to optimize PLCs and drive meaningful change Facilitation Guidance Offers practical strategies protocols and facilitation guidance that empower teachers and leaders to effectively lead and participate in PLCs fostering a culture of continuous improvement and professional growth Focus on Equity Prioritizes equitable student outcomes by ensuring that discussions and actions within PLCs are anchored in data driven insights and strategies that support every learner's success Practical Tools Provides educators with actionable tools such as protocols for reviewing data analyzing standards goal setting lesson tuning and evaluating student work enabling them to implement VITAL Collaboration principles immediately in their classrooms and schools Handbook of Research on Literacy and Digital Technology Integration in Teacher Education Keengwe, Jared, Onchwari, Grace, 2019-11-15 With widespread testing and standards driven curriculum and accountability pressure in public schools teachers are expected to be highly skilled practitioners. There is a pressing need for college faculty to prepare current and future teachers for the demands of modern classrooms and to address the academic readiness skills of their students to succeed in their programs The Handbook of Research on Literacy and Digital Technology Integration in Teacher Education is an essential academic publication that provides comprehensive research on the influence of standards driven education on educators and educator preparation as well as the applications of technology for the preparation of teachers Featuring a wide range of topics such as academic success professional development and teacher education this book is essential for academicians educators administrators educational software developers IT consultants researchers professionals students and curriculum designers for the Curriculum Amy J. Catalano, 2015-09-28 If you re a librarian charged with collecting curriculum materials and children's literature to support the Common Core State Standards then this book the only one that offers explicit advice on collection development in curriculum collections is for you While there are many publications on the Common Core for school librarians and K 12 educators no such literature exists for curriculum librarians at the post secondary level This book fills that gap standing alone as a guide to collection development for curriculum librarians independent of the Common Core State Standards CCSS The book provides instruction and guidance to curriculum librarians who acquire and manage collections so you can develop a collection based on best practices The book begins with a primer on the CCSS and how curriculum librarians can support them Discussion of the Standards is then woven through chapters arranged by content area that share research based practices in curriculum development and instruction to guide you in curriculum selection Material types covered include games textbooks children's literature primary sources counseling and nonfiction Additional chapters cover the management of curriculum collections testing collections and instruction and reference as well as how to support and collect for special needs learners Current practices in collection development for curriculum materials librarians are also reviewed The book closes with a discussion of the future of curriculum materials Resources in Education

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areas of ES H and key elements that should be considered in developing managing and implementing an effective compliant and cost effective program It to fulfills the need that exists in the workplace for guidance from a practical experience view point *Highway Safety Program Manual: Pedestrian safety* United States. National Highway Safety Bureau,1969

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