



## 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 95<sup>th</sup> percentile and above, the average score for Exemplary reflects the average score for teachers in the 80<sup>th</sup> to 94<sup>th</sup> percentile, and the average score for Recognized reflects the average score for teachers in the 67<sup>th</sup> to 79<sup>th</sup> 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 to **Proficient** teacher actions on the T-TESS rubric.

Behaviors noted in **red** correspond to **Developing** 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.

# Category One: Instruction

Achieving Expectations (4 descriptors required)

Master	Exemplary	Recognized
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Example: 2 of the 4 following behaviors observed:

- M8(T)j5DC (•)-2 ( )JjAMs Td022 Td(2 T.4)3 (s)6 00wet (e.0p (e.7T07) Tc u)-35(d)0wt (x)2 ( Tw &e)-6)28d025

**Content Knowledge and Expertise (5 descriptors required)**

<b>Master</b>	<b>Exemplary</b>	<b>Recognized</b>
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Example: 3 of the 5 following behaviors observed:

- Displays extensive content knowledge of all the subjects she or he teaches and closely related content

**Communication** (5 or 6 behaviors required)

**Master**

**Exemplary**

**Recognized**

**Differentiation (4 behaviors required)**

<b>Master</b>	<b>Exemplary</b>	<b>Recognized</b>
<p>Example: 2 of the 4 following behaviors observed:</p> <ul style="list-style-type: none"><li>• Adapts lessons with a wide variety of instructional strategies to address individual needs of all students.</li><li>• Consistently monitors the quality of student participation and performance.</li><li>• Always provides differentiated instructional methods and content to ensure stud v1</li></ul>		

**Monitor and Adjust (3 behaviors required)**

**Master**

**Exemplary**



## Category Two: Learning Environment

Classroom Environment, Routines and Procedures (3 behaviors required)

Distinguished	Exemplary	Recognized
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Example: 2 of the 3 following behaviors observed:

- Establishes and uses effective routines, transitions and procedures

**Managing Student Behavior** (2 behaviors required)

<b>Master</b>	<b>Exemplary</b>	<b>Recognized</b>
Example: Both of the following behaviors observed: <ul style="list-style-type: none"><li>• Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly.</li><li>• Students and the teacher create, adopt and maintain classroom behavior standards.</li></ul>	Example:	