

# Texas Teacher Evaluation & Support System (T-TESS) and edTPA®

The following document is a table that indicates the alignment between Texas Teacher Evaluation & Support System (T-TESS) and edTPA Tasks and Rubrics. T-TESS is designed to guide current educators as they seek continuous improvement of their practice. edTPA is designed to help develop new educators for their future profession.

This effort was initiated to demonstrate the relationship between the T-TESS and edTPA Tasks and Rubrics.

The two-dimensional table graphically displays where T-TESS and edTPA share common expectations, as well as the density and breadth of the overlap. In the table, T-TESS standard statements are arranged vertically, while edTPA Task and Rubric statements are arranged horizontally. The edTPA rubrics are listed numerically, 1 through 15, and the text of the rubrics is printed separately. An additional supporting document includes the statements from each content area under the generic text.

In the alignment table, an "**X**" marked in the box indicates a that T-TESS standard and an edTPA rubric shared a common expectation for teaching performance. A "**P**" in the table indicates partially shared expectation between the intersecting statements. Partially shared expectations could indicate that reviewers thought that there was either some overlap between the two statements or that the rubric statement represented only a portion of T-TESS standard.

This document should be viewed as a living document as modifications are possible as additional feedback and information is produced from the field of education.

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Reading the table:

An "X" in a box indicates a shared expectation between the intersecting statements.

A "P" indicates partially shared expectation between the intersecting statements.

## edTPA Rubric Key

### Task 1: Planning for Instruction and Assessment

Rubric 1: Planning for Content Understandings

Rubric 2: Planning to Support Varied Student Learning Needs

Rubric 3: Using Knowledge of Students to Inform Teaching and Learning

Rubric 4: Identifying and Supporting Language Demands

Rubric 5: Planning Assessments to Monitor and Support Learning

### Task 2: Instructing and Engaging Students in Learning

Rubric 6: Learning Environment

Rubric 7: Engaging Students in Learning

Rubric 8: Deepening Student Learning

Rubric 9: Subject-Specific Pedagogy

Rubric 10: Analyzing Teaching Effectiveness

### Task 3: Assessing Student Learning

Rubric 11: Analysis of Student Learning

Rubric 12: Providing Feedback to Guide Learning

Rubric 13: Student Use of Feedback

Rubric 14: Analyzing Students' Language Use and Learning in Content

Rubric 15: Using Assessment to Inform Instruction

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Some T-TESS standards include expectations unrelated to any edTPA rubric. The table below lists those statements without a direct relationship.

There are few important notes about what is not reflected on the table:

## Standard 4: Professional Responsibilities

- The teacher behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- The teacher models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students.
- The teacher advocates for the needs of all students in the classroom and campus.
- The teacher leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- The teacher seeks resources and collaboratively fosters faculty knowledge and skills.
- The teacher seeks resources and collaboratively fosters faculty knowledge and skills.
- The teacher systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- The teacher initiates collaborative efforts that enhance student learning and growth.
- The teacher leads students, colleagues, families, and community members toward reaching the mission, vision, and goals of the school.

- edTPA Task 4 was not included because it only applies to Elementary Mathematics and Literacy.

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T-Tess Rubric: Planning		edTPA Tasks and Rubrics														
		Task 1: Planning for Instruction and Assessment					Task 2: Instructing and Engaging Students in Learning					Task 3: Assessing Student Learning				
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<b>Planning Dimension 1.1:</b> <i>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards, and are appropriate for diverse learners</i>	Instructional planning includes all rigorous and measureable goals are aligned to state content standards.	X			P											
	Instructional planning includes all activities, materials, and assessments that are logically sequenced.	X				X										
	Instructional planning includes all activities, materials, and assessments that are relevant to student's prior understanding and real-world applications.		X	X	P	X										
	Instructional planning includes all activities, materials, and assessments that integrate and reinforce concepts from other disciplines.	P				P										
	Instructional planning includes all activities, materials, and assessments that provide appropriate time for student work, student reflection, lesson and lesson closure.	P				P										
	Instructional planning includes all activities, materials, and assessments that deepen understanding of broader unit and course objectives.	X			P	X				P						
	Instructional planning includes all activities, materials, and assessments that are vertically aligned to state standards.	X				X										
	Instructional planning includes all activities, materials, and assessments that are appropriate for diverse learners.	X	X	X		X										
	Instructional planning includes objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson.	X														
	Instructional planning includes integration of technology to enhance mastery of goal(s).															

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<b>Planning Dimension 1.2:</b> The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform	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-					X						P				
	Instructional planning includes substantive, specific and timely feedback to 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.					X							X	P		
	Instructional planning includes 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.			X							P	P	P			
<b>Planning Dimension 1.3:</b> Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development, and achievement for	Instructional planning includes all lessons that connect to student's prior knowledge, experiences, interests, and future learning expectations across content areas/		P	X	P											
	Instructional planning includes guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning.		P	X	P											
	Instructional planning includes opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success.	X		P												

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<b>Planning Dimension 1.4:</b> <i>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</i>	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.	X	P		P				X							
	Instructional planning includes instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.		X													
	Instructional planning includes the ability for all students to set goals, reflect on, evaluate, and hold each other accountable within instructional groups.	P				P										
	Instructional planning includes activities, resources, technology, and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of learning.		X		P					P						

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<b>Instruction dimension 2.1</b> <i>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success</i>	The teacher provides opportunities for students to establish high academic and social-emotional expectations for themselves.						P						P	P		
	The teacher persists with the lesson until there is evidence that all students demonstrate mastery of the objective.						P	P			P					
	The teacher provides opportunities for students to self-monitor and self-correct mistakes.								P					X		
	The teacher systematically enables students to set goals for themselves and monitor their progress over time.								P					P		
<b>Instruction Dimension 2.2:</b> <i>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.</i>	The teacher displays extensive content knowledge of all the subjects he or she teaches and closely related subjects.	P						P	P	X		P				
	The teacher integrates learning objectives with other disciplines, content areas and real-world experience.							X								
	The teacher consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.		X					X				P				
	The teacher consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative, and research-based).							X	X	X						
	The teacher 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														

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<b>Instruction Dimension 2.3:</b> <i>The teacher clearly and accurately communicates to support persistence, deeper learning, and effective effort.</i>	The teacher 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.															
	The teacher uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.		P													
	The teacher provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.									X	X					
	The teacher asks questions at the creative, evaluative, and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.									X	X					
	The teacher skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.									P	X					
	The teacher skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.									X	X	X				



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Instructional Dimension 2.4: The teacher differentiates instruction, aligning methods and techniques to diverse student needs.	The teacher adapts lessons with a wide variety of instructional strategies to address individual needs of all students.		X					X			P					
	The teacher consistently monitors the quality of student participation and performance.					X			X			P			P	
	The teacher always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught.		P		P			X								
	The teacher consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students.							X								
Instructional Dimension 2.5: The teacher formally and informally collects, analyzes, and uses student progress data and makes needed lesson adjustments.	The teacher systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs.	P	X			P			X		X				X	
	The teacher adjusts instruction and activities to maintain student engagement.							X			X				X	
	The teacher uses discreet and explicit checks for understanding through questioning and academic feedback.								X		X				X	

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T-Tess Rubric: Learning Environment		edTPA Tasks and Rubrics														
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Dimension 3.1: The teacher organizes a safe, accessible, and efficient classroom.	The teacher establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.						X									
	Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.						X									
	The classroom is safe and thoughtfully designed to engage, challenge, and inspire students to participate in high-level learning beyond the learning objectives.						P		P							
Dimension 3.2: The teacher establishes, communicates, and maintains clear expectations for student behavior.	The teacher consistently monitors behavior subtly, reinforces positive behaviors appropriately, and intercepts misbehavior fluidly.						X									
	Students and the teacher create, adopt, and maintain classroom behavior standards.						P									
Dimension 3.3: The teacher leads a mutually respectful and collaborative class of actively engaged learners.	The teacher consistently engages all student with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.			X			X	X								
	Students collaborate positively and encourage each other's efforts and achievements.						X									

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T-Tess Rubric: Professional Responsibilities		edTPA Tasks and Rubrics														
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Dimension 4.1: The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal, and statutory responsibilities.	The teacher behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.															
	The teacher models all professional standards (e.g., attendance, professional appearance, and behaviors) across the campus and district for educators and students.															
	The teacher advocates for the needs of all students in the classroom and campus.			P												
Dimension 4.2: The teacher reflects on his or her practice.	The teacher consistently sets, modifies, and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of self learning.											P				P
	The teacher implements substantial changes in practice resulting in significant improvement in student performance.															P

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Dimension 4.3: The teacher enhances the professional community.	The teacher leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.															
	The teacher seeks resources and collaboratively fosters faculty knowledge and skills.															
	The teacher develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.															
Dimension 4.4: The teacher demonstrates leadership with students, colleagues, and community members in the school, district, and community	The teacher systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.															
	The teacher initiates collaborative efforts that enhance student learning and growth.															
	The teacher leads students, colleagues, families, and community members toward reaching the mission, vision, and goals of the school.															