



## 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
<b>PLANNING</b>			
<b>1.1 Standards and Alignment</b> 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.	Module 2: Set Goals: Skill Statement & Student Mapping	<b>1B</b>
<b>1.2 Data and Assessment</b> 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	Module 2: Set Goals: Skill Statement & Student Mapping	<b>5C</b>
<b>1.3 Knowledge of Students</b> 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	Module 2: Set Goals: Skill Statement & Student Mapping	<b>2A</b>
<b>1.4 Activities</b> 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.	Module 2: Set Goals: Skill Statement & Student Mapping	<b>3E</b>
<b>INSTRUCTION</b>			
<b>2.1 Achieving Expectations</b> 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.	Module 4: Middle of Year (MOY) Progress	<b>3D</b>
<b>2.2 Content Knowledge and Expertise</b> 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.	Module 3: Level Expectations	<b>3A</b>
<b>2.3 Communication</b> 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.	Module 4: Middle of Year (MOY) Progress and BOE	<b>5B</b>