Fort Worth
INDEPENDENT SCHOOL DISTRICT

Prek-TESS Crosswalk
Growth-Focused Self-Assessment/Walk-Through/Observation
T-TESS RUBRIC

Teacher:

RPK, PK3, DL:

Number of Students:
Date:

Time:

Observer:

Dimension	Criteria	Yes	No	Not observed
Planning 1.1 Standards and Alignment	-All instructional lesson plans are aligned to Prek Guidelines and utilize the resources from the Creative Curriculum -Plans are made in the online MyTS platform and include all recommended Instructional components of the day			
Planning 1.2 Data and Assessment	-Lesson plans indicate opportunities for differentiation and scaffolding support for students -Student data and documentation is taken regularly through the CLI and the GOLD system -Communication to families is regular and through a variety of means			
Planning 1.3 Knowledge of Students	-Teacher connects learning to student's prior knowledge, experiences, individual and group strengths and interests through the use of visuals, anchor charts and introduction of vocabulary			
Planning 1.4 Activities	Interest Areas are literacy and math rich as observed through the Early Learning walk through form -Small group instruction utilizes ITE cards as suggested by the Creative Curriculum -Evidence of the Unit of study is displayed through anchor charts and documentation of learning			

	-Evidence that all students are provided the opportunity to participate in their learning through students selected choice			
Instruction 2.1 Achieving Expectations	-Students are supported during choice time by teacher asking questions, providing scaffolding and facilitating learning through play -Student agency is seen through classroom systems that offering choice of student initiated learning -Clearly defined activities in interest areas that ensure students can be successful with minimal adult prompting			
Instruction 2.2 Content Knowledge and Expertise	-Small group lessons are aligned to PreK guidelines Students are supported during choice time through different types of thinking through experiential learning with the teacher as a guide			
Instruction 2.3 Communication	-Students receive clear, concise instructions -Reading, writing, listening, and speaking are included in whole group lessons -Visuals are provided such as a visual schedule, labels, and vocabulary cards with words and pictures -Intentional questions are preplanned and asked			
Instruction 2.4 Differentiation	-Scaffolding is provided based on student need -Teacher pushing in to interest areas -GOLD /CLI data is used to plan for differentiation			
Instruction 2.5 Monitor and Adjust	-Daily schedule reflects a balance of teacher and student led opportunities Checks for understanding are consistently utilized -Total physical response is used to differentiate instruction for emerging bilinguals -Teacher monitors student engagement and provides kinesthetic movement as needed			
Learning Environment 3.1 Classroom Environment, routines and procedures	-Routines for transitions are clear -Choice management system is evident -Anchor charts, visuals, labels and other displays for student expectations are posted - Evidence of student jobs shows ownership of their learning -Classroom layout promotes student independence -Interest areas are clearly defined and materials are accessible to students -Room is clutter free			
Learning Environment 3.2 Managing Student Behavior	- Positive behavior supports are in place such as a visual schedule, clearly defined interest areas, and access to materials -Calm down area is provided -Visuals for self-regulation			

	-Evidence of commitments/ respect agreement are created with students			
Learning Environment 3.3 Classroom Culture	-Student interactions are respectful with peers and adults -Students have agency to care for materials and clean up -Teacher demeanor is inviting -Student's names, work, and cultures are visible			
Professional Practices and Responsibilities 4.1 Professional Demeanor and Ethics	-Advocates for developmentally appropriate student needs (academic and SEL)			
Professional Practices and Responsibilities 4.2 Goal Setting	-Participates in coaching cycles with District Instructional Coach -Actively engages in campus PLCs			
Professional Practices and Responsibilities 4.3 Professional Development	-Actively engages in professional learning opportunities -Implements and adjusts teaching practices as a result of the new learning			
Professional Practices and Responsibilities 4.4 School and Community	Utilizes family engagement resources (Ready Rosie, Marco Polo, Family letters associated with the Units of Study) to extend learning at home			

Notes: