

T-TESS/ Get Better Faster Crosswalk

	Domain 2 Instruction					Domain 3 Learning Environment		
	2.1 Achieving Expectations	2.2 Content Knowledge and Expertise	2.3 Communication	2.4 Differentiation	2.5 Monitor and Adjust	3.1 Classroom Environment	3.2 Managing Student Behavior	3.3 Classroom Culture
Phase 1 Management								
Plan & Practice critical routines & procedures moment by moment						X	X	
Plan and practice the rollout						X	X	
Square Up, Stand Still						X	X	X
Phase 1 Rigor								
Write precise learning objectives								
Script a basic “I Do”		X		X		X		
Design Exit Ticket aligned to the objective	X	X	X					
Internalize and rehearse key parts of the lesson		X	X		X			
Build time stamps into the lesson		X			X			X
Phase 2 Management								
Economy of language			X			X	X	
Revise Routines					X	X	X	X
Do it Again					X	X	X	X
Cut It Short						X	X	X
Scan Hot Spots				X			X	X
Be Seen Looking	X			X			X	X
Circulate with purpose (break the plane)							X	X
Move away from the student who is speaking				X			X	X
Planned whole class reset					X		X	X
In-the moment whole-class reset	X				X		X	X
Phase 2 Rigor								
Script the ideal written student response	X	X	X					
Align independent practice to the assessment		X			X			
Write first, talk second			X			X		
Daily entry prompt (Do Now)		X		X		X		
Exit Ticket or longer independent practice		X				X	X	
Monitoring pathway				X		X		X
Monitor the quality of student work	X			X	X	X		X
Pen in Hand: mark up student work	X				X	X	X	

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Phase 3 Management								
Create a challenge	X	X		X		X	X	
Speak faster, walk faster, vary your voice, and smile						X	X	X
Use a timer						X	X	X
Increase the rate of questioning				X				X
Use countdown to work the clock	X					X	X	X
Call & response			X	X			X	
Call on all students			X	X		X		
Cold Calls	X		X		X	X	X	
Turn & Talk		X	X		X	X		
Use multiple methods to call on students	X					X	X	X
Narrate what students do well	X					X	X	X
While narrating the positive, look at off-task students	X					X	X	X
Use language that reinforces students' getting smarter	X					X	X	X
Least Invasive Intervention	X					X	X	X
Phase 3 Rigor								
Teach students to annotate with purpose	X	X		X		X		
Teach & prompt students to cite key evidence	X	X		X		X		
Poll the room				X				X
Target the error			X	X	X			
Give students a clear listening/ note-taking task	X			X		X		
Model the thinking, not just the procedure	X	X		X	X	X		
We Do/You Do: give at-bats to practice	X		X		X	X		
Phase 4 Management								
Deliver explicit instructions for group work	X		X	X		X	X	
Monitor group progress & verbally enforce accountability	X			X	X	X	X	
Phase 4 Rigor								
Show Call		X	X	X	X			
Stamp the understanding and give them at-bats		X	X	X	X			
Provide wait time, precall, roll back			X		X	X		
Ask universal prompts			X	X	X			
Close the loop			X		X	X		
Keep neutral			X		X	X		
Agree and build off			X	X		X	X	
Disagree respectfully	X		X			X	X	
Stretch it: Rigor								
Access previous understanding		X		X	X			
Call on students based on their learning ideas				X	X	X		
Students prompting students	X		X			X		
Verbalize a conceptual understanding of content		X	X	X	X			
Upgrade Vocabulary		X	X	X	X			
Stretch It	X	X	X					