

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					1	X	Y	
moment						Х	Х	
Plan and practice the rollout						Х	Х	
Square Up, Stand Still						X	X	Х
Phase 1 Rigor					1			
Write precise learning objectives								
Script a basic "I Do"		Х		Х		Х		
Design Exit Ticket aligned to the objective	Х	Х	Х					
Internalize and rehearse key parts of the lesson		Х	Х		Х			
Build time stamps into the lesson		Х			Х			Х
Phase 2 Management								
Economy of language			Х			Х	Х	
Revise Routines					Х	Х	Х	Х
Do it Again					Х	Х	Х	Х
Cut It Short						Х	Х	Х
Scan Hot Spots				Х			Х	Х
Be Seen Looking	Х			Х			Х	Х
Circulate with purpose (break the plane)							Х	Х
Move away from the student who is speaking				Х			Х	Х
Planned whole class reset					Х		Х	Х
In-the moment whole-class reset	Х				Х		Х	Х
Phase 2 Rigor								
Script the ideal written student response	Х	Х	Х					
Align independent practice to the assessment		Х			Х			
Write first, talk second			Х			Х		
Daily entry prompt (Do Now)		Х		Х		Х		
Exit Ticket or longer independent practice		Х				Х	Х	
Monitoring pathway				Х		Х		Х
Monitor the quality of student work	Х			Х	Х	Х		Х
Pen in Hand: mark up student work	Х				Х	Х	Х	

Phase 3 ManagementXXX </th <th></th> <th colspan="5">Domain 2 Instruction</th> <th colspan="3">Domain 3 Learning Environment</th>		Domain 2 Instruction					Domain 3 Learning Environment		
Create a challengeXXX </th <th></th> <th>2.1 Achieving Expectations</th> <th>2.2 Content Knowledge and Expertise</th> <th>2.3 Communication</th> <th>2.4 Differentiation</th> <th>2.5 Monitor and Adjust</th> <th>3.1 Classroom Environment</th> <th>3.2 Managing Student Behavior</th> <th>3.3 Classroom Culture</th>		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
Speak faster, walk faster, vary your voice, and smileNXXXXXUse a timerNNXXXXXXXIncrease the rate of questioningNXXX <td< td=""><td></td><td></td><td></td><td></td><td>1</td><td>r</td><td></td><td></td><td></td></td<>					1	r			
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Use countdown to work the clockxxx							Х	Х	
Call & responsenxxnn	• •				Х				
Call on all studentsxxx		Х					Х		Х
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Turn & TalkXXXXXXXUse multiple methods to call on studentsXXXXXXXNarrate what students do wellXXXXXXXXXNarrate what students do wellXXX <t< td=""><td></td><td></td><td></td><td></td><td>Х</td><td></td><td></td><td></td><td></td></t<>					Х				
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While narrating the positive, look at off-task students X									
Use language that reinforces students' getting smarterXXXXXXXLeast Invasive InterventionXXXXXXXXPhase 3 RigorTeach students to annotate with purposeXXXXXXXTeach & prompt students to cite key evidenceXXXXXXPPoll the roomXXXXXXXXTarget the errorXXXXXXXGive students a clear listening/ note-taking taskXXXXXXModel the thinking, not just the procedureXXXXXXXPhase 4 Management							Х	Х	Х
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	Stretch It	Х	X	<u>х</u>	~	~			