

# Collaborative Instructional Review and the Texas Teacher Evaluation and Support System **Alignment Guide**

The Collaborative Instructional Review (CIR) process provides a model of reflection, coaching and support focused on instructional design that engages learners in rigorous and relevant learning. The processes and rubrics within the CIR process mirror and support the new Texas Teacher Evaluation and Support System (T-TESS). School districts in Texas have the opportunity to utilize CIR as a vehicle for impacting educator and student growth while building teacher capacity for transformation to the more student-centered, rigorous and relevant learning promoted by T-TESS. Each step in the CIR process and each category within the three accompanying rubrics point back to T-TESS and, when implemented together, allows schools to expand the culture of coaching and reflective practice beyond the evaluation system.

The CIR process provides teachers/leaders with student-focused rubrics to plan and deliver rigorous and relevant instruction supporting the T-TESS evaluation. This process provides a platform for objective collaboration within a school/district focused on student learning.

## Inside This Guide

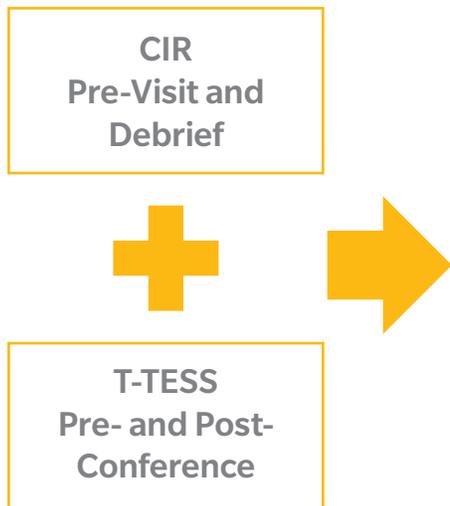
- CIR and T-TESS Alignment Matrix
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# CIR and T-TESS Alignment Matrix

		Texas Teacher Evaluation and Support System (T-TESS)																						
		Evaluation Process					Domain 1: Planning				Domain 2: Instruction				Domain 3: Learning Environment			Domain 4: Professional Practices and Responsibilities						
		Pre-Conference	Observation	Post-Conference	Walkthroughs	Formative Reviews	1.1 Standards and Alignment	1.2 Data and Assessment	1.3 Knowledge of Students	1.4 Activities	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, Routines and Procedures	3.2 Managing Student Behavior	3.3 Classroom Culture	4.1 Professional Demeanor and Ethics	4.2 Goal Setting	4.3 Professional Development	4.4 School Community Involvement		
<b>Collaborative Instructional Review (CIR) Process</b>																								
<b>Phase 1: Pre-Visit</b>	Pre-Visit Form	x					x	x	x	x												x	x	
	Pre-Visit Meeting	x					x	x	x	x										x		x	x	
	Pre-Visit Debrief Form	x					x	x	x	x												x	x	
<b>Phase 2: Classroom Visit</b>	Thoughtful Work	Student Learning		x		x	x							x	x	x	x	x	x					
		Instructional Design	x	x		x	x	x	x	x	x	x	x	x	x	x	x		x					
	High-Level Questioning	Student Learning		x		x	x	x						x								x		
		Instructional Design	x	x		x	x	x						x								x		
	Academic Discussion	Student Learning		x		x	x	x						x	x	x						x		
		Instructional Design	x	x		x	x	x						x	x	x						x		
	Meaningful Work	Student Learning		x		x	x								x	x	x					x		
		Instructional Design	x	x		x	x	x							x	x	x					x		
	Authentic Resources	Student Learning		x		x	x	x							x							x		
		Instructional Design	x	x		x	x	x							x							x		
	Learning Connections	Student Learning		x		x	x								x	x	x					x		
		Instructional Design	x	x		x	x	x							x	x	x					x		
	Active Participation	Student Learning		x		x	x								x							x		
		Instructional Design	x	x		x	x	x	x	x	x				x	x	x	x	x	x				
	Learning Environment	Student Learning		x		x	x								x	x	x	x	x	x				
		Instructional Design	x	x		x	x	x							x	x	x	x	x	x				
Formative Processes and Tools	Student Learning		x		x	x								x	x	x	x	x	x					
	Instructional Design	x	x		x	x	x							x	x	x	x	x	x					
<b>Phase 3: Debrief</b>	Visit Report				x																	x	x	
	Debrief Meeting				x															x	x	x	x	
	Goal Setting and Action Planning				x																x	x	x	
	Debrief Meeting Reflection				x																	x	x	
<b>Phase 4: Apply</b>	Action Plan Implementation					x															x	x	x	

# CIR and T-TESS Process Alignment



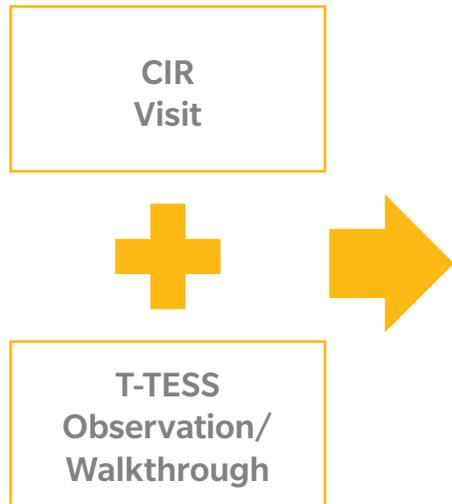
The CIR and T-TESS Alignment Matrix illustrates deep connections between the two coaching models. While T-TESS rubrics cover some elements not represented by the CIR process, such as classroom goal setting or professional ethics, each rubric and process within CIR points directly to T-TESS. Furthermore, while each rubric indicator of T-TESS is not addressed in CIR, every rubric dimension is included in CIR based upon certain indicators, as described in the rubric alignment summaries in the next section.

The interconnectedness of the rubrics allows any actions within CIR to become evidence for T-TESS, with both aimed at supporting teacher growth in the context of a shift to student-centered, rigorous, relevant and engaging classrooms for all learners. The CIR Pre-Visit and Debrief, as well as the T-TESS Pre- and Post-Conference, all adhere to a model of coaching and reflection grounded in rubric indicators and cognitive conversations. Since each rubric indicator of CIR points back to T-TESS, a CIR Pre-Visit can also serve as a T-TESS Pre-Conference, possibly with some additional conversation topics dependent upon the district's local decisions and the teacher's overall needs. While focusing on instructional design grounded in the Rigor, Relevance and Learner Engagement rubrics, a CIR Pre-Visit conversation will naturally also become a T-TESS conversation.

The T-TESS Post-Conference includes elements not directly represented by the CIR debrief, such as the formal process of identifying reinforcement and refinement areas and discussion of specific T-TESS dimensions. However, the mirrored processes support one another and allow participants multiple opportunities to experience, refine, and become more comfortable with each model.

The CIR process also expands the coaching process beyond the evaluator/teacher relationship. Other staff, such as instructional coaches and peers, can use the CIR process to support teacher and student growth without being involved in any way with teacher evaluation. While districts may choose to include additional staff in the T-TESS process, the addition of CIR will help to rally even more support for teachers as they work to design rigorous, relevant and engaging instruction worthy of the Accomplished and Distinguished levels of T-TESS. Engaging in the CIR process, even if not officially tied to T-TESS evidence collection, will help teachers become more comfortable with reflective practice and coaching relationships, which will ultimately reinforce the same behaviors within T-TESS.

# CIR and T-TESS Process Alignment



In the CIR visit, as well as the T-TESS observation and walkthrough, the role of the observer/coach is to pay close attention to teacher and student behaviors and actions while scripting to capture the reality of the classroom at the time of the visit. The purpose of the scripting is to fuel the Post-Visit (CIR) or Post-Conference (T-TESS) conversation, both of which are grounded in the indicators of the respective rubrics. Again, the processes within both models mirror one another, allowing for more process experience and refinement that supports the success of each.

While the formal T-TESS observation requires the full lesson to be observed, a CIR visit typically endures for a smaller portion of time. A pure CIR visit could not serve as a formal T-TESS observation; however, the scripted evidence collected during the visit could most definitely inform a larger T-TESS conversation during a Post-Conference of formative review.

The T-TESS walkthrough, like the CIR visit, is more focused than the formal observation and does not require a full lesson to be observed in order to gather powerful evidence pointed at a coaching conversation. Any evidence or conversation that adheres to the CIR model also directly points back to T-TESS and can therefore support teacher growth within both models simultaneously.

# RIGOR RUBRIC Thoughtful Work

Thoughtful Work	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	Students demonstrate their learning by completing tasks that require comprehension.  There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content.  Tasks include the opportunity for students to respond to content through inquiry and interpretation.	Students develop their own learning tasks that stretch their creativity.  Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	Learning tasks include one assigned way for students to demonstrate their thinking.	Learning tasks include one or more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to self-select options to best represent their thinking.	Learning tasks extend students' learning inspiring them to pursue self-discovery.

# T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>2.1 Achieving Expectations</li> <li>2.2 Content Knowledge and Expertise</li> <li>2.3 Communication</li> <li>2.4 Differentiation</li> <li>2.5 Monitor and Adjust</li> </ul> <p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>3.1 Classroom Environment, Routines and Procedures</li> <li>3.3 Classroom Culture</li> </ul>	<p><b>Planning</b></p> <ul style="list-style-type: none"> <li>1.1 Standards and Alignment</li> <li>1.2 Data and Assessment</li> <li>1.3 Knowledge of Students</li> <li>1.4 Activities</li> </ul> <p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>2.1 Achieving Expectations</li> <li>2.2 Content Knowledge and Expertise</li> <li>2.3 Communication</li> <li>2.4 Differentiation</li> <li>2.5 Monitor and Adjust</li> </ul> <p><b>Learning Environment</b></p> <ul style="list-style-type: none"> <li>3.1 Classroom Environment, Routines and Procedures</li> <li>3.3 Classroom Culture</li> </ul>	<p><b>Planning:</b> When planning for thoughtful work, the teacher must intentionally design tasks that allow students to experience and demonstrate their learning of the standards, or lesson objectives. The Well Developed (CIR) or Distinguished (T-TESS) teacher designs tasks and activities that allow for student self-direction and self-assessment and build off of knowledge of the students that can inspire each to pursue self-discovery.</p> <p><b>Instruction:</b> Thoughtful work calls for students to assess their own learning and move forward to adapt their knowledge. This is a key part of achieving expectations in a distinguished classroom. During instruction, a teacher's content expertise informs the structure and scaffolding within the lesson so that students can make connections and engage in different types of thinking. The distinguished teacher will create a culture of communication that breeds student-led learning of meaningful and challenging content. The demonstration of learning when work is highly thoughtful calls for differentiation that moves toward more student-centered instruction. Reflection is key to thoughtful work, calling for students to monitor their learning and make adjustments that optimize that learning moving forward.</p> <p><b>Learning Environment:</b> In order to create the optimal environment for thoughtful work to take place, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture.</p>

# RIGOR RUBRIC High-Level Questioning

High-Level Questioning	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Students respond to questions that mainly focus on basic recall and retell.</p> <p>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</p>	<p>Students respond to questions that demonstrate a comprehension of content.</p> <p>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</p>	<p>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</p> <p>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</p>	<p>Students actively engage in developing rigorous questions to challenge the thinking of their peers.</p> <p>Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.</p>
Instructional Design	<p>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</p>	<p>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</p>	<p>Lessons use questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</p>	<p>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</p>

# T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning:</b> High-level questioning requires intentional planning so that students’ thinking, questioning, and responses to questions are geared toward the objectives of the learning task. The activities, or tasks, should include opportunities for high-level questioning at strategic and purposeful points within the lesson design.</p> <p><b>Instruction:</b> The content expert consistently provides opportunities for students to demonstrate different types of thinking and knows what kinds of questions to ask to guide student learning. The distinguished communicator also knows that questioning is much more about student thinking and generation of challenging ideas than it is about well-designed, teacher-created questions. When differentiating to meet the needs of all learners, student-generated questions and responses allow the teacher to monitor student participation and understanding so that all learners can move to more independent thinking.</p> <p><b>Learning Environment:</b> A classroom culture where students encourage each other’s efforts and engage in meaningful collaboration will foster the learning environment needed for high-level questioning to become more student-centered and well-developed.</p>

# RIGOR RUBRIC Academic Discussion

Academic Discussion	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.</p> <p>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</p>	<p>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</p> <p>Students provide explanations or evidence of their thinking and respond to their peers' comments.</p>	<p>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</p> <p>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</p>	<p>Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&amp;A session regarding the major concepts studied.</p> <p>Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.</p>
Instructional Design	<p>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</p>	<p>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</p>	<p>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</p>	<p>Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.</p>

# T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning:</b> Academic discussion requires intentional planning so that dialogue is geared toward the objectives of the learning task. The activities, or tasks, should include opportunities for academic discussion at strategic and purposeful points within the lesson design.</p> <p><b>Instruction:</b> The content expert consistently provides opportunities for students to demonstrate different types of thinking through academic discussion that is designed to add value to the learning tasks. The distinguished communicator puts the emphasis on student-led communication. When differentiating to meet the needs of all learners, student-led discussion allows the teacher to monitor student participation and understanding so that all learners can move to more independent thinking.</p> <p><b>Learning Environment:</b> A classroom culture where students encourage each other's efforts and engage in meaningful collaboration will foster the learning environment needed for academic discussion to become more student-centered and well-developed.</p>

# RELEVANCE RUBRIC Meaningful Work

Meaningful Work	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</p> <p>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</p>	<p>Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.</p> <p>Student work requires application of knowledge learned during the lesson/unit.</p>	<p>Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.</p> <p>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</p>	<p>Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original.</p> <p>Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.</p>
Instructional Design	<p>Lesson provides students an opportunity to demonstrate foundational understanding of content.</p>	<p>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</p>	<p>Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.</p>	<p>Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.</p>

## T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise</p> <p>2.3 Communication</p> <p>2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures</p> <p>3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.1 Standards and Alignment</p> <p>1.3 Knowledge of Students</p> <p>1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise</p> <p>2.3 Communication</p> <p>2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures</p> <p>3.3 Classroom Culture</p>	<p><b>Planning:</b> Meaningful student work begins with purposeful instructional design and planning. The distinguished teacher designs learning experiences aligned to the standards that allow students to think critically about their learning so that they can engage in, and even create, their own relevant tasks. Knowledge of students allows the teacher to design meaningful activities that will build connections between other disciplines, students’ prior understanding and experiences, and real-world applications.</p> <p><b>Instruction:</b> The teacher, as a content expert, builds in opportunities for students to think critically about connections to other disciplines and real-world applications when adapting to new learning. Communication and differentiation in the classroom is supported by students selecting, organizing, and presenting content through visual tools and technology, along with other visual or tactile media.</p> <p><b>Learning Environment:</b> In order to create the optimal environment for meaningful work to take place, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture.</p>

# RELEVANCE RUBRIC Authentic Resources

Authentic Resources	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Students mainly engage with one source of information for the lesson and/or unit.</p> <p>Students use one source to complete tasks focused on making simple connections to content.</p>	<p>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</p> <p>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</p>	<p>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.</p> <p>Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.</p>	<p>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources.</p> <p>Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.</p>
Instructional Design	<p>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</p>	<p>Lesson is structured around an essential understanding/question uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.</p>	<p>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.</p>	<p>Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.</p>

# T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.1 Standards and Alignment 1.3 Knowledge of Students 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise 2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.3 Classroom Culture</p>	<p><b>Planning:</b> Meaningful student work begins with purposeful instructional design and planning. The distinguished teacher designs learning experiences aligned to the standards that allow students to think critically about their learning so that they can engage in, and even create, their own relevant tasks. Knowledge of students allows the teacher to design meaningful activities that will build connections between other disciplines, students’ prior understanding and experiences, and real-world applications.</p> <p><b>Instruction:</b> The teacher, as a content expert, builds in opportunities for students to think critically about connections to other disciplines and real-world applications when adapting to new learning. Communication and differentiation in the classroom is supported by students selecting, organizing, and presenting content through visual tools and technology, along with other visual or tactile media.</p> <p><b>Learning Environment:</b> In order to create the optimal environment for meaningful work to take place, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture.</p>

# RELEVANCE RUBRIC Learning Connections

Learning Connections	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Students seldom have the opportunity to engage in content that has explicit connection to real-world application.</p> <p>Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</p>	<p>Students occasionally engage in content that has explicit connection to real-world application.</p> <p>Some students begin to articulate the connections between content learned and real-world application.</p>	<p>Students engage in content that has explicit connections to real-world applications.</p> <p>Students clearly articulate the connections between content learned and real-world application.</p>	<p>Students discover opportunities to apply content to their lives as well as real-world application.</p> <p>Students independently make thoughtful connections between content learned and real-world unpredictable situations.</p>
Instructional Design	<p>Lesson provides appropriate content, but without explicit connections to real-world application.</p>	<p>Lesson provides some opportunities to connect content learned to real-world application.</p>	<p>Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.</p>	<p>Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.</p>

# T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise</p> <p>2.3 Communication</p> <p>2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.1 Standards and Alignment</p> <p>1.3 Knowledge of Students</p> <p>1.4 Activities</p> <p><b>Instruction</b></p> <p>2.2 Content Knowledge and Expertise</p> <p>2.3 Communication</p> <p>2.4 Differentiation</p> <p><b>Learning Environment</b></p> <p>3.3 Classroom Culture</p>	<p><b>Planning:</b> The teacher designs learning experiences that allow students to make connections between the standards, or learning objectives, and real-world, as well as personal, applications. Knowledge of the students is key to the teacher understanding what connections may be truly relevant to students and the real-world problems that intrigue them. Activities are designed to create an environment of inquiry, higher-order thinking and problem solving.</p> <p><b>Instruction:</b> The content expert is able to integrate learning objectives with other disciplines and real-world experiences. The distinguished communicator designs learning to elicit student-driven discovery and high levels of thinking around meaningful and challenging content. Student ownership over the meaning-making and discovery of connections allows for differentiation of content, methods and products that demonstrate student learning.</p> <p><b>Learning Environment:</b> In order to create the optimal environment for students to build meaningful learning connections through discovery and struggle through real-world, unpredictable situations, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture.</p>

# LEARNER ENGAGEMENT RUBRIC Active Participation

Active Participation	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.  Lesson is teacher led and students progress through new learning with some challenges with productivity.	Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond.  Lesson is led by the teacher, and students productively progress through new learning.	All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	All students remain on-task and proactively engaged throughout the lesson.  Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.

## T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<b>Instruction</b> 2.1 Achieving Expectations 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust  <b>Learning Environment</b> 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture	<b>Planning</b> 1.1 Standards and Alignment 1.2 Data and Assessment 1.3 Knowledge of Students 1.4 Activities  <b>Instruction</b> 2.1 Achieving Expectations 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust  <b>Learning Environment</b> 3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture	<b>Planning:</b> Instructional design focuses on structuring learning so that students are actively participating and interacting with learning that is aligned to the standards, or learning objectives. Students are deeply engaged in the learning process, with processes intentionally planned by the teacher to allow for students to take ownership over their learning and monitor their participation. The activities designed to engage students in the learning provide frequent opportunities for all students to actively participate.  <b>Instruction:</b> Expectations are achieved in a distinguished classroom by empowering students to establish and monitor learning goals as they seek ways to improve their performance and mastery of the content. Communication within the classroom is mostly student-driven so that they can more actively participate and so the teacher has deeper insight into their needs and levels of understanding. This creates an environment where the teacher can more meaningfully differentiate content and methods to ensure optimal learning for each student.  <b>Learning Environment:</b> In order to create an environment of active student participation, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture. Student behavior is best managed when students are empowered to monitor their own behavior and level of participation in the learning.

# LEARNER ENGAGEMENT RUBRIC Learning Environment

Learning Environment	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions.</p> <p>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</p>	<p>Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content.</p> <p>Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.</p>	<p>Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.</p> <p>Students demonstrate respect for peers, teacher, and the learning environment.</p>	<p>Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning.</p> <p>Students demonstrate respect for peers, teacher, and the learning environment.</p>
Instructional Design	<p>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</p>	<p>Classroom learning procedures and routines are visible, but are not consistently implemented.</p>	<p>Clear classroom learning procedures and routines are visible and are consistently implemented.</p>	<p>Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.</p>

## T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Instruction</b></p> <p>2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.2 Data and Assessment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.2 Managing Student Behavior 3.3 Classroom Culture</p>	<p><b>Planning:</b> The teacher plans instruction with an understanding of the classroom environment’s impact on learning. The learning environment itself is aligned to the standards, or learning objectives, and includes intentional procedures for establishing clear learning expectations. Instructional design includes planning for different flows of effective feedback to guide students in their learning and activities are designed to empower students to take ownership over their learning.</p> <p><b>Instruction:</b> Students are empowered to achieve learning expectations through feedback that guides their learning and that supports them in the struggles inherent to rigorous content. The teacher constantly anticipates and mitigates student misunderstanding, providing feedback and support that demonstrates mutual respect. Feedback is communicated by the teacher and peers within a collaborative and respectful classroom environment. The learning environment is clearly established, but flexible to the differing needs of the students and learning tasks.</p> <p><b>Learning Environment:</b> In order to create an ideal learning environment where students are confident enough to take risks and persevere through productive struggles, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture. Clarity of routines and procedures yields better management of student behavior so that participation in the learning is not undermined by discipline issues.</p>

# LEARNER ENGAGEMENT RUBRIC Formative Processes and Tools

Formative Processes and Tools	1–Beginning	2–Emerging	3–Developed	4–Well Developed
Student Learning	<p>Lesson includes few instances of formative assessment to evaluate students’ mastery of content. Assessment results indicate that student growth is minimal.</p> <p>Students are partnered or grouped, but all students receive the same lesson content, process, and product.</p>	<p>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</p> <p>Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.</p>	<p>Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations.</p> <p>Students are strategically partnered or grouped based on data. Lesson content, process, and/or product clearly differentiated to support varying and specific student needs.</p>	<p>Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.</p> <p>Assessment results indicate that students are exceeding expected outcomes.</p>
Instructional Design	<p>Results from formative processes and tools are used to monitor progress.</p>	<p>Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.</p>	<p>Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.</p>	<p>Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.</p>

## T-TESS Alignment

Student Learning	Instructional Design	Alignment Summary
<p><b>Instruction</b></p> <p>2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.3 Classroom Culture</p>	<p><b>Planning</b></p> <p>1.2 Data and Assessment 1.4 Activities</p> <p><b>Instruction</b></p> <p>2.1 Achieving Expectations 2.2 Content Knowledge and Expertise 2.3 Communication 2.4 Differentiation 2.5 Monitor and Adjust</p> <p><b>Learning Environment</b></p> <p>3.1 Classroom Environment, Routines and Procedures 3.3 Classroom Culture</p>	<p><b>Planning:</b> Instructional design includes planning processes and activities for students to engage in self-reflection, set learning goals, and share responsibility for their learning. Student growth and data from assessments informs instructional decisions and the design of future activities and learning tasks.</p> <p><b>Instruction:</b> Students are empowered to achieve learning expectations through feedback that guides their learning and that supports them in the struggles inherent to rigorous content. The teacher constantly anticipates and mitigates student misunderstanding, providing feedback and support. Feedback is communicated by the teacher and peers. Strategic choices about grouping are made based upon data. The teacher and students employ monitoring processes to inform needed differentiation of content, process and/or products and to ensure that all students are achieving the desired learning outcomes.</p> <p><b>Learning Environment:</b> In order to create the optimal environment for effective use of formative tools and processes, student-centered routines and procedures, along with a community of respect and collaboration, must be established as part of the classroom culture.</p>

# Collaborative Instructional Review and the Texas Teacher Evaluation and Support System **Alignment Guide**

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