

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 | |

| | Domain 2 Instruction | | | | | Domain 3 Learning Environment | | |
|--|----------------------------|-------------------------------------|-------------------|---------------------|------------------------|-------------------------------|-------------------------------|-----------------------|
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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 | | | | | |