

**Texas Teacher Evaluation and Support System (T-TESS)*
and Pre-K/K-3 Classroom Assessment Scoring System[®] (CLASS[®]) Alignment**

Distinct and Complementary Features

	Texas Teacher Evaluation and Support System	Classroom Assessment Scoring System
Purpose	Designed to evaluate teachers and establish a system of support to increase student performance in all grades. It focuses on using the observation descriptors and five performance levels to guide feedback and encourage teacher goal setting and growth.	Designed to support the needs of early childhood professionals to improve teacher-child interactions and provide high quality early learning experiences to all children. It focuses on interactions that promote academic learning, engagement, and social development across three domains: Emotional Support, Classroom Organization, and Instructional Support.
Methods	Appraisers and teachers complete three components in this comprehensive process: 1) goal-setting and professional development plan; 2) evaluation cycle (pre-conference, observation, post-conference); and 3) student growth measure. Sources of evidence include observation, artifacts, and student data.	Certified observers conduct 4-6 20 minute observation cycles. CLASS scores reflect the quality of the interactions being observed; program-wide sampling process may be used to assess the quality of the teacher-child interactions in the whole program.
Resources	Resources for teachers and appraisers including print and video materials can be found at: https://teachfortexas.org/ More information on the regulations behind the T-TESS can be found at: https://tea.texas.gov/Texas Educators/Evaluation and Support System/	Continuous improvement and quality assurance functions are provided through comprehensive observer support and professional development resources including online courses, face-to-face, train-the-trainer programs, and coaching. These resources are available at www.teachstone.com .

*T-TESS is the property of Texas Education Agency (TEA)

This crosswalk was prepared by Teachstone[®].

Teachstone also thanks Billie Brown and Michelle Zamora for their work in developing the alignment.

Structure of the Two Tools: T-TESS and CLASS Pre-K/K-3

Framework Components	T-TESS	Pre-K CLASS
Domains	Planning (P) Instruction (I) Learning Environment (LE) Professional Practices and Responsibilities*	Emotional Support (ES) Classroom Organization (CO) Instructional Support (IS)
Dimensions	P – Standards and Alignment P – Data Assessment P – Knowledge of Students P - Activities I – Achieving Expectations I – Content Knowledge and Expertise I – Communication I – Differentiation I – Monitor and Adjust LE – Classroom Environment, Routines, and Procedures LE – Managing Student Behavior LE – Classroom Culture	ES - Positive Climate ES - Negative Climate** ES - Teacher Sensitivity ES - Regard for Student Perspectives CO - Behavior Management CO - Productivity CO - Instructional Learning Formats IS - Concept Development IS - Quality of Feedback IS - Language Modeling




* The T-TESS domain of Professional Practices and Responsibilities addresses behaviors typically observed outside the context of teacher-child interactions and is not included in the crosswalk.

**The CLASS dimension Negative Climate is scaled in the opposite direction of the other dimensions and not included in the crosswalk.

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Key:	 = Minimal or no overlap with no or less than 15% boxes checked	 = Some overlap with between 15% and 50% of boxes checked	 = Significant overlap with more than 50% of boxes checked
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Crosswalk

T-TESS	CLASS Emotional Support			CLASS Classroom Organization			CLASS Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Planning									
Standards and Alignment		X	X			X	X		
Data and Assessment		X	X					X	
Knowledge of Students		X	X			X	X	X	

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Activities		X	X			X	X		X
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T-TESS	CLASS Emotional Support			CLASS Classroom Organization			CLASS Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Instruction									
Achieving Expectations	X	X	X				X	X	
Content Knowledge and Expertise		X				X	X		
Communication		X	X			X	X	X	X
Differentiation		X				X		X	

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Monitor and Adjust		X	X			X		X	X
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T-TESS	CLASS Emotional Support			CLASS Classroom Organization			CLASS Instructional Support		
	Positive Climate	Teacher Sensitivity	Regard for Student Perspectives	Behavior Management	Productivity	Instructional Learning Formats	Concept Development	Quality of Feedback	Language Modeling
Learning Environment									
Classroom Environment, Routines, and Procedures			X		X	X			
Managing Student Behavior		X	X	X					
Classroom Culture	X	X	X			X			

Citations:

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