

TxBESS FRAMEWORK

CLUSTER 1: Planning for Learner-centered Instruction	CLUSTER 2: A Classroom Environment That Promotes Equity, Excellence, and Learning
<p>1a: Demonstrating Knowledge of Content and Pedagogy Content knowledge Prerequisite relationships Content-specific pedagogy</p> <p>1b: Demonstrating Knowledge of Students Characteristics of age group Students' varied approaches to learning Students' skills and knowledge Students' interests and cultural heritages</p> <p>1c: Selecting Key Knowledge and Skills Significance Clarity Suitability for diverse students</p> <p>1d: Demonstrating Knowledge of Materials, Resources, and Technology Materials/resources Technology</p> <p>1e: Designing Activities That Promote Student Learning Learning activities Learning groups Lesson structure</p> <p>1f: Planning to Assess Student Learning Assessment content and methods Criteria</p>	<p>2a: Creating an Environment of Rapport and Respect Teacher interaction with students Student interaction</p> <p>2b: Establishing a Culture for Learning Importance of content Expectations for learning and achievement</p> <p>2c: Managing Classroom Procedures Transitions Materials and supplies Non-instructional duties Volunteers and paraprofessionals</p> <p>2d: Managing Student Behavior Expectations Monitoring of student behavior Response to student behavior</p> <p>2e: Organizing Physical Space Environmental considerations in support of learning Safety and arrangement of furniture Accessibility to learning and use of physical resources</p>
<p>CLUSTER 4: Professionalism</p> <p>4a: Reflecting on Teaching Accuracy Use in future teaching</p> <p>4b: Maintaining Accurate Records Student progress in learning Non-instructional records</p> <p>4c: Communicating with Families/Caregivers Information about the instructional program Information about individual students Engagement of families/caregivers in the instructional program</p> <p>4d: Contributing to the School Relationships with colleagues Service to the school</p> <p>4e: Growing and Developing Professionally Enhancement of content knowledge and pedagogical skill Participation in beginning teacher support</p> <p>4f: Serving as an Advocate for Students Decision making Student advocacy</p>	<p>CLUSTER 3: Instruction and Communication</p> <p>3a: Communicating Clearly and Accurately Directions and procedures Oral and written language Student communication</p> <p>3b: Using Questioning and Discussion Techniques Quality of questions/discussion techniques Student participation</p> <p>3c: Engaging Students in Learning Representation of content Activities and assignments Grouping of students Materials, resources, and technology Structure, sequencing, and pacing</p> <p>3d: Assessing Student Learning Implementation of assessment Use for planning Quality and timeliness of feedback</p> <p>3e: Demonstrating Flexibility and Responsiveness Lesson adjustment Response to students Persistence</p>