

T-TESS Observation Evidence Sheet 4th Grade ELA (Identifying Spelling Patterns)

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations	<p>Learning objectives were clearly communicated. They were stated at the beginning of the lesson and referenced throughout. The teacher used higher level vocabulary during the lesson and included a variety of levels of thinking in the lesson: analytical, practical and creative. She also was able to incorporate thinking into the creative writing and literature study rotations. The students did some categorizing during the vocabulary activity tied to spelling patterns and rhymes. They also had to justify answers, create and design during writing, and identify relevant and irrelevant information in the reading activity.</p> <p>The lesson was designed with a variety of activities and materials to facilitate students' learning and support the objective. The vocabulary words were written and posted in the pocket chart. The students also made predictions from an earlier lesson and had these recorded on chart paper for discussion later in the lesson.</p> <p>In multiple instances the teacher addressed student mistakes and followed through by having the students repeat the words/sounds or clarify their thinking by sharing with her or the group, i.e., 'dareling versus daring.' The teacher expected all students to master the objective and increased this expectation when she stated, "This is to challenge you... are you ready? Next we are going to take harder words... compound words.... longer words....haircut...What pattern does haircut follow?" and connected this to the place (restaurant).</p>	Proficient
Content Knowledge and Expertise	<p>The teacher displayed appropriate content knowledge and used a variety of techniques to convey her expertise : the objective of spelling patterns (also referred to this as 'upper grade patterns'), the reference to digraphs, and to rhyiming. The teacher explained both parts of the lesson and the rotation activities clearly. Most students appeared to understand what was expected during the lesson. The teacher anticipated student misunderstandings and used both large group and small group activities to extend their practice with the objective. In one example, the teacher used the word 'rut' in various examples to prompt the students regarding its meaning. Several</p>	Proficient

Dimension	Evidence	Rating
	<p>attempts were made expecting the students to use context clues to determine the meaning. The teacher asked students to identify and categorize the words on the chart (with the restaurants)... looking for patterns regarding how they rhyme with one another.</p> <p>The writing group was asked to use creative thinking to write about their 'favorite activity with my mom'. Limited connections with other disciplines were used during the lesson, as activities were language arts related. The teacher did connect how the lesson was connected to the structure of the discipline through spelling, reading, and writing.</p>	
Communication	<p>The teacher asked a high frequency of probing questions. However, they were mainly remember and understand questions and often did not elicit higher level thinking or problem solving. The small group instruction with the teacher was an extension of the lesson's objectives. Students had the opportunity to communicate teacher-teacher in whole group instruction and student-student when they transitioned to work rotations. Charts, index cards, and other written and verbal materials were used throughout the lesson to connect student learning with the lesson's objective. There were multiple opportunities for students to communicate their understanding of the objective through verbal responses and signals.</p>	Proficient
Differentiation	<p>The grouping did not appear to inhibit nor enhance student learning during the first half of the lesson. The rotations were done in groups, but most of the activities were individual. The teacher appeared to know her students and made specific eye contact with certain students as they recited the words on the chart. The teacher was able to address individual concerns during the small group rotations. These rotations included the following: teacher, book club, writing, computer and independent work in time increments of 12 minutes. It was not clear whether the activities were differentiated to address individual students' learning needs, though she communicated individually with specific students to check for misunderstandings.</p> <p>The teacher also indicated that they would individually work on vocabulary lists.</p>	Developing

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Monitor and Adjust	<p>The teacher set a timer to keep track of her lesson pacing. Choral responses were used for students to recite the words. The teacher directed this activity by stating, "... repeat it again, louder and clearer." The teacher moved to one group to hear pronunciation /phonetic sounds and later called on specific tables to repeat words in choral technique. The teacher stated, "let me look at your lips to see how you're saying this."</p> <p>A great deal of time was spent on reviewing the words at the beginning of the lesson (30.13 minutes). It was unclear whether that was necessary due to the students having difficulty with the English language, as the teacher monitored their choral responses to the terms before moving forward with the lesson. The lesson moved smoothly from one part to the next. During rotations students could progress at different rates with independent assignments.</p> <p>Most of the feedback was behavior related. Examples include students answering in complete sentences, standing up, and addressing the class appropriately. The teacher circulated during the lesson and offered assistance to individuals. Feedback during the vocabulary review was used by the teacher to reinforce the words students had difficulty pronouncing. "Everybody....I notice that we need support in these areas (words) here. They sounded the same....(shell versus sell)... 'sh' is the digraph, remember..."</p>	Developing

Domain: Learning Environment

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures	Activities were mostly teacher-directed, as students raised their hands throughout the lesson to provide responses to the teacher. One student was asked to lead the pointing to the words on the chart. Students waited on teacher responses and cues to determine the next steps in the lesson sequence. Table numbers were used to cue students to respond. The classroom procedures and routines were teacher-directed, including calling on students to respond to questions, asking students to walk to the front of the room to answer responses on the white board, etc..	Proficient
Managing Student Behavior	All students participated in the activities and appeared interested in the lesson. The teacher indicated at one point during the lesson, “When I call your table, you need to participate.” (Signaling one student to participate as expected.) A ‘thumbs up and thumbs down’ approach was used for students to ‘vote’ for the correct responses. “You can stand if you need to... raise your hand if you need more time...” A point system was used and assigned by table for having their books.	Proficient
Classroom Culture	The teacher connected the learning to local restaurants and baseball games. “Last time we used three products, this time we will use three places: Taco Bell, Burger King and Pizza Hut. Of the three which is your favorite? Thumbs up for favorite...thumbs down if it’s not.” The teacher provided students with positive reinforcement and included students in activities, such as “You can be the teacher... ask the class to identify the word and show us where you will put it.” She also stated, “A good reader and writer will not need to sound out all these letters. This will help you become better spellers, so you become better readers and better writers.”	Proficient