

## T-TESS Observation Evidence Sheet

### 5th Grade Science

| Domain 2: Instruction               |   |                           |
|-------------------------------------|---|---------------------------|
| Dimension                           | Evidence  | Rating                    |
| 2.1 Achieving Expectations          | <ul style="list-style-type: none"> <li>● The teacher provided numerous levels or opportunities to assess student mastery of learning in various modalities.</li> <li>● T posted the Objective: I will differentiate between weather and climate. I will identify key words that make each weather or climate scenario true. The teacher used the following within her lesson to gauge achieving expectations or mastery of learning throughout the lesson: Warmup, Group work T-Chart activity, Independent practice, Aggressive monitoring clipboard, Progress check, Recap, Exit ticket.</li> <li>● When one student was struggling the teacher gave feedback “You’re not sure what to highlight, there are probably three words”. The teacher did not check for understanding, but walked off.</li> <li>● The activities assigned required low rigor strategies and did not allow for students to apply the objective.</li> <li>● Despite showing readiness for extension, the content did not challenge all students. Those that finished early did not extend their learning, but were told to sit at wait quietly (at the end of the warm up, the independent practice and exit ticket)- Several students were finishing their work early and correctly on a consistent basis.</li> <li>● Students were rarely given an opportunity to authentically reflect on their learning. Each of the tasks was an application of differentiating between weather and climate.</li> </ul> | <b>Developing</b>         |
| 2.2 Content Knowledge and Expertise | <ul style="list-style-type: none"> <li>● She provided visual images via the SMART Board and anchor charts. The questions were projected on the board for the warm up, group work, independent work, wrap up and exit ticket.</li> <li>● Teacher consistently asked students to utilize their strategies (i.e Highlighting/underlining key words from both the question and answer choices etc..)</li> <li>● 10:45- During group work, she asked “Are you going to compare to see if you are highlighting the same key words?” Despite this encouragement, few students engaged in deep conversations about why they would sort the card as either weather or climate.</li> <li>● Lack of integration or cross-curricular connections for the students learning about weather and climate. Ss were reading sentences or</li> </ul>   | <b>Improvement Needed</b> |

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|                       | <p>multiple choice questions and deciding if the example was weather or climate.</p> <ul style="list-style-type: none"> <li>• Lack of evidence showing that the teacher anticipated student misunderstandings. 32:05- After Ss had worked on the independent practice and had turned in their responses, the teacher pointed out the wording on one of the questions could have been confusing. That “sunny” might make them think it’s weather, but “always sunny” indicates that it’s a pattern and is climate.</li> <li>• Questions on the warm-up activity reflected the state standards.</li> <li>• Lack of rigor in the work- Ss were sorting “differentiating” whether scenarios were weather or climate. There was no opportunity for students to justify their answers in discussion or writing. All of the answers were fixed and didn’t allow for creative or analytical thinking of the skill.</li> </ul>  |                   |
| 2.3<br>Communication  | <ul style="list-style-type: none"> <li>• The teacher communicated clearly through the objective, the warmup, group work, independent practice, the recap, and the exit ticket. Their learning goals were clearly communicated verbally, and shown visually via the screen.</li> <li>• Teacher provided limited feedback but never clarified or used questioning strategies to review or recap the activities assigned.</li> <li>• Minor grammar errors occurred during the lesson. “We didn’t get no rain” <ul style="list-style-type: none"> <li>• There were minimal opportunities for discussion between Ss, with the exception of group work. But during that time, few Ss engaged in in depth conversations about the concepts. It appeared that students needed more structure to facilitate more student discussion (roles, sentence stems, engaging discussion activity, etc). There were no other opportunities for S-S discussion in the lesson.</li> <li>• At the end of some sections of the lesson, the teacher would stop and review some of the questions that the students worked on. The teacher-led these discussions primarily</li> <li>• 5:17 T reads the question. Acknowledges that many groups struggled with this one. T- “I can see why it might have been confusing. We’re trying to tie together weather and climate.” T calls on Elisa (raised hand). Elisa- B. T- “B is correct.” T explains why. Connects it to a cold front that came to town. Explains how weather and climate are connected.</li> </ul> </li> </ul> | <b>Developing</b> |

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|                        | <ul style="list-style-type: none"> <li>31:55- T- As I was walking around, there were a few words that I know it's hard because we're talking about climate and weather. T points out one of the areas that might have been challenging. (Sunny-&gt; weather, but always sunny-&gt; climate)</li> <li>When checking in with students, the teachers questioning required little discussion and elaboration</li> <li>17:31- So remember, rain is day to day, right? But it can also be measured over time. So what is the word you can see that</li> <li>20:20- During the what. Season, yes, wet season. So we know its happening over a long period of time, right?</li> </ul>  |                   |
| 2.4<br>Differentiation | <ul style="list-style-type: none"> <li>All students were given the same assignment with some feedback for individual students.</li> <li>She had paper to pencil work and the usage of the work displayed visually via the SMART Board. <ul style="list-style-type: none"> <li>All students completed the same set of tasks regardless of readiness or learning style.</li> <li>Lack of evidence of any differentiated scaffolds provided for students due to exceptional learning needs (reading difficulties, SPED, lang proficiency, etc)</li> <li>Teacher circulated the room frequently during student work and monitored student participation and responses. She provided immediate feedback to student to affirm or clarify misunderstandings. But the guidance did little to address long term needs that the student may have in mastering the concept.</li> <li>When Ss finished a task early, they were told to wait quietly. A few students demonstrated mastery of concepts and finished the tasks early. They were not given an opportunities to extend their thinking.</li> </ul> </li> </ul> | <b>Developing</b> |
| 2.5 Monitor and Adjust | <ul style="list-style-type: none"> <li>24:30 The teacher consistently monitored and she utilized an aggressive monitoring tracking system (clipboard)</li> <li>While the Teacher asked questions as she circulated based on what she observed to guide student misconceptions, there was no evidence that she made adjustments to the lesson based on student mastery feedback. She showed a limited response to scaffold the questioning to help the student get to the correct answer.</li> </ul>  | <b>Developing</b> |

**Domain 2: Instruction**

| <b>Dimension</b> | <b>Evidence</b>  | <b>Rating</b> |
|------------------|--|---------------|
|                  | <ul style="list-style-type: none"><li>○ 16:41- You not sure what to highlight? There are probably 3 words that have to do is weather and climate. Teacher walked off before student responded</li><li>○ 17:31- So remember, rain is day to day, right? But it can also be measured over time. So what is the word you can see that</li><li>○ 20:20- During the what. Season, yes, wet season. So we know it's happening over a long period of time, right?</li><li>● While Ss sat quietly, there were signs of disengagement/boredom in the learning but teacher didn't respond because students' behavior was compliant with the instruction to "sit quietly"</li><li>● Teacher collected student work to receive feedback via the group work, independent work and exit ticket.</li><li>● 25:03- During the independent practice, the teacher gave feedback to students with a mark at the top of their paper as they were highlighting keywords and annotated information on her clipboard.</li></ul> |               |

### Domain 3: Learning Environment

| Dimension  | Evidence   | Rating            |
|--|--|-------------------|
| 3.1 Classroom Environment, Routines and Procedures | <ul style="list-style-type: none"><li>● This classroom is safe, orderly and routines/procedures are in place, and students are engaged in meaningful, relevant learning.</li><li>● While Ss turned in papers quickly and safely and managed supplies needed for the learning tasks (highlighters, white boards), all the transitions in class were teacher directed and teacher-led.</li><li>● She provided consistent and periodic time checks as they worked.</li><li>● Students relied on the teacher to pass out papers for the new activities in class.</li></ul> | <b>Proficient</b> |
| 3.2 Managing Student Behavior                      | <ul style="list-style-type: none"><li>● Teacher utilized Bulldog Bucks as a reward when they completed their work. Students met classroom behavior standards;</li><li>● No off task behavior was observed, with the exception of students sitting quietly when they finished their assigned task.</li><li>● The classroom was orderly and on task, and students were affirmed.</li></ul>   | <b>Proficient</b> |
| 3.3 Classroom Culture                              | <ul style="list-style-type: none"><li>● Students were able to work respectfully and cooperatively in groups, and were on task and engaged in relevant, meaningful learning.</li><li>● There was a lack of opportunities to find relevance or authentic meaning in the concept of weather vs climate.</li></ul>   | <b>Proficient</b> |