

## T-TESS Observation Evidence Sheet 2<sup>nd</sup> Grade ELA (Identifying Spelling Patterns)

**Domain: Instruction**

| Dimension              | Evidence   | Rating                    |
|------------------------|--|---------------------------|
| Achieving Expectations | <p>The lesson was lacking a clear beginning, middle and end. The teacher told the students what they were going to be doing during the lesson (review - and learn a new word family), but did not state the objective in measurable terms or reference the state standards (TEKS).</p> <p>The outcomes were also unclear. Spelling patterns had been studied the previous week, and they were beginning a new pattern this week. However, the majority of the lesson focused on making up hand motions to a song instead of dealing with the sub-objectives of phonics, vocabulary, spelling, oral reading, and comprehension. When they moved to reading the story, no objective was mentioned.</p> <p>The vocabulary activity did encourage thinking with some opportunities from prior knowledge connections. The students were not given choices during the lesson. Many students appeared off-task during the “word-making” activity following the song. Some of the activities were too difficult for the students and/or moderately engaged them. Choral reading was used to initially read the story. While the teacher read the story aloud she told the students they would ‘read inside their heads’ and addressed numerous behavior problems.</p> <p>The students did have to predict outcomes in a previous lesson. They all had to illustrate words with pictures and hand motions that would make them think of that word. They did some problem solving in the word making activity. There was no evidence of additional problem solving activities during the lesson.</p> | <b>Improvement Needed</b> |

| Dimension                              | Evidence  | Rating                           |
|--|---|----------------------------------|
| <p>Content Knowledge and Expertise</p> | <p>The teacher displayed adequate knowledge of the selection and vocabulary but did not teach according to best practices in ELA. (ex: lacked differentiated instruction, active involvement, choice in activities). The whole class reading strategy was not ideal for increasing reading fluency and a coherent language arts instructional block was not evident. Learning was not linked with other disciplines, although the teacher did reference a 'review' of what had been presented the day before.</p> <p>The level of questioning and activities did not elicit a wide variety of thinking skills. There was no evidence that the students had to create, design, or analyze during this lesson. The teacher used a chart to track the occurrences during the story (e.g., the game's score), but there was no evidence of questioning to check for understanding while she read to the students.</p> <p>The text for the children was too difficult and was not related to the phonics skill they practiced. Content was presented using visuals; however they did not preview or provide structure for the organization of the lesson. The teacher mentioned that they would be studying a spelling pattern, but the majority of that lesson was spent with hand motions and reading the story. Spelling patterns were not explicitly captured, addressed, or reinforced. Presentation of content was not well sequenced or segmented which caused confusion with some of the students in understanding choral reading procedures. The students were also unsure of how the teacher expected them to read during the story.</p> | <p><b>Improvement Needed</b></p> |
| <p>Communication</p>                   | <p>Some questions during the reading portion of the lesson were appropriate for encouraging thought. ("What does it mean if the clock is running out? Do you know why everybody wins?") However, there was not a high frequency of academic questions to engage students with the lesson or create teacher-student/student-student dialogue with activities. Many questions were behavior related. ("What are the rules for sitting on the floor?") Questions rarely went beyond remember and understand levels. The purpose and sequence of questions were not coherent throughout the lesson. The teacher did encourage active responses, but mostly called on volunteers, rather than systematically using this strategy to keep students engaged and communicating with purpose.</p> <p>There was no evidence of multimedia and technology use in the lesson.</p>   | <p><b>Developing</b></p>         |

| Dimension          | Evidence  | Rating                    |
|--------------------|---|---------------------------|
| Differentiation    | <p>Whole group instruction was used throughout the lesson and student seating assignments did not appear to enhance student learning. Although the students were seated in groups for the reading activity, the teacher had to monitor to keep students on task.</p> <p>The teacher appeared to know which students were participating and which ones were holding back. She also was not surprised by Tyler's behavior. Differentiated instructional methods were not observed. While there were occasional references to the vocabulary terms, the teacher did not reference these in the context of the story.</p>   | <b>Improvement Needed</b> |
| Monitor and Adjust | <p>A great deal of time was spent on hand motions at the beginning of the lesson, which did not relate to the objective.</p> <p>The lesson was missing introductory and closure elements. There didn't appear to be adequate transitional focus when students changed activities. In addition, although there was opportunity for student differentiation during activities, it did not occur. Poor pacing at the beginning and middle of the lesson caused the end of the lesson to be rushed. Because the lesson was long, the students indicated they were "tired." The teacher recognized the problem as she stated, "I know you're tired. We're almost done." She continued with the lesson as planned and did not adjust instructional strategies. The teacher ended the lesson with "everybody close your books, now," rather than a formal closure tied to the objective.</p> <p>Other feedback was positive ("very good, thank you") but did not provide students with specific academic feedback tied to their academic and/or social emotional needs. The teacher did not acknowledge incorrect answers, but moved on to another student. The teacher circulated to monitor behavior, yet was often not aware of the impact of off-task behaviors on teaching and learning. There was no evidence that students' feedback, both academic and behavioral, was used to monitor and adjust instruction.</p> | <b>Improvement Needed</b> |

**Domain: Learning Environment**

| Dimension                                      | Evidence  | Rating                    |
|--|---|---------------------------|
| Classroom Environment, Routines and Procedures | <p>Students were on the floor for the majority of the lesson with minimal transitions. The classroom, including the chart, bulletin boards and work areas were organized to facilitate learning. Structured routines and procedures were lacking to support efficient and effective instructional routines and procedures. At one point the teacher stated, “If you have any vowels in your name, go to your seats and get...”</p>  | <b>Developing</b>         |
| Managing Student Behavior                      | <p>Much of the feedback was behavior related and the teacher seemed to almost laugh at some of the behaviors. The teacher also spent lots of time dealing with behavior (Tyler) and addressing the class during the reading. At one point the teacher states, “Let’s not talk about. Let’s focus over here.” “Let’s show our best behavior. Are you making a good decision?”</p> <p>Students who were ‘behaving’ were asking to hold cards for the teacher. During the transitions, students were laughing and moving, while students sitting on the floor were often off task (under desks ,lying down, etc.). Students talked over each other and were consistently off task and interrupting instruction and learning. One student was banging on the desk with both hands and the teacher did not address the behavior. There were few attempts to refocus the class on the instructional lesson. The teacher continued to talk and attempt to instruct the class over the ongoing behavior issues.</p> | <b>Improvement Needed</b> |
| Classroom Culture                              | <p>The teacher started the lesson by stating, “What are the three rules we will follow?” (inaudible), solve problems, and show respect. Although there were behavioral issues during a large portion of the lesson, the teacher did not repeat the expectation for following the three rules. The teacher used statements such as, “I like the way _ is paying close attention.”</p>  | <b>Improvement Needed</b> |