

T-TESS Observation Evidence Sheet High School Literature (Age of Romanticism)

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations 2.1	<p>Objective: The learner will gain understanding and practice in seeing with the mind's eyes through read-along discussion introduction to American Romanticism.</p> <p>The teacher set the stage for the lesson by stating, "Remember in the Stance Report, when we were looking at it and it had that down as one of the thinking skills? Seeing with the mind's eye? I'm going to try to get you to see the importance of that today. Okay? And along with that, we're going to continue with our introduction into Romanticism, as we come from the Age of Reason to Romanticism."</p> <p>Students were asked to read the objective three times, as the teacher connected learning to the lesson expectations. Some students struggled initially to make sense of the poems. The teacher scaffolded the learning and made ongoing connections to prior learning with the Age of Faith and the Age of Reason to show how the Age of Romanticism evolved based on "the mind's eyes" and changes in society. Just before students were grouped for their assignment, the teacher stated, "You will be challenged. This is not all of it."</p> <p>Students worked in groups to meet the expectations for the group work, challenging each other's thinking in the process. All groups completed their projects, questioned the student audience, and clarified the poem. Student to student discussions were prevalent during the presentations to challenge and deepen their understanding. One student stated, "I like this conversation."</p> <p>When the student presentations concluded, the teacher stated, "You're going to have to prove some things, and you proved that you can read carefully and think clearly. And didn't I give you a plan to do that?" Students respond, "yes."</p>	Accomplished
Content Knowledge and Expertise 2.2	<p>The teacher clarifies and differentiates explanations of the Age of Faith and Age of Reason by making connections to prior understandings with the mind, body & soul. He also connects romanticism to love, the heart, and thinking/imagination when he gives scenario: "Speaking of the moon, reason can tell us about how to get to the moon and come back again, safely. Right? But</p>	Accomplished

Dimension	Evidence	Rating
	<p>can it tell you anything about you and your sweetie walking down the beach with of that big ol' full moon....?"</p> <p>Explanations were provided to clarify and connect learning, e.g., "That's what we call the "universal." What do we get when we take their personal and make is something we can all understand? That's when we get art. When the personal and the universal come together, they become art."</p> <p>" asking S "Can reason, tell us anything about that at all?" "No it can't, can it?" T: "So that proves right there, there is more to us than just a body, soul, & mind from the Age of Reason." The teacher writes on board next to Romanticism: heart & imagination.</p> <p>Throughout the lesson, he asked students to provide feedback, read quotes, restate the objective, and re-read the poem to drive his points across at the appropriate times throughout his discussion.</p>	
<p>Communication 2.3</p>	<p>There were missed opportunities for students to elaborate and connect learning, as the teacher immediately provided responses when students did not have immediate answers. For example, when the teacher asked, Why is it that we leave any literary historical period and go on to the next?" He immediately responded with, "How many times have I said it, now? Ideas are important, right? And when ideas change, people change. Right? And when people change, societies change. Right? And when societies change, the world changes."</p> <p>While the teacher asked questions throughout the lesson, the initial part of the lesson was primarily remember and understand level questions, wait time was limited, and he sometimes answered his own questions. The student activity did change the trajectory of questions, as students were asked to generate their own questions as follows: "I want you to figure out everything you can using those beautiful minds. I want you to make up the first open-ended question. If you were the test maker, what would you ask you all? I want you to do the same with the astronomer. Make up the second open-ended question. I'm going to give you the cross-over. What conclusion do both poets reach? Now, remember, I told ya'll a long time ago, the crossover asks us what they have in common. The thinking map is going to help you with this. Why? Because the selections are always thematically linked. It's always the same theme... in some way. What conclusion do they both reach? You have to answer the question, figure it all out, tell us all about it, and</p>	<p>Proficient</p>

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	illustrate.” Students completed the assignments with little or no further direction.	
Differentiation 2.4	<p>The gives various examples and then simulates the galaxy by asking students to all huddle up in front of room when he noticed that some students were a little confused with explanations. The teacher was trying different methods of relating to students and their ability to see the poetry with the “mind’s eye,” rather than with just the literal naked eye. The teacher asks: “What are poets trying to get us to understand?” The teacher then continues to re-read Little Cosmic Dust, breaking it down further to show which parts were justified with reasoning and which parts showed romanticism. Students then worked in small groups to complete double-bubble web and get all ideas together before completing their work on poster paper for their presentations in front of the whole class. Students were asked to figure out who would answer questions, be spokesperson, illustrate, etc.</p> <p>In was not clear how instructional groups were selected; however, each student played a role in discussion, planning, creating, questioning and presenting to the whole class. One group had a translating in Spanish for another student as the teacher was monitoring groups. The teacher stopped to also ask after translation: “¿Cuántas estrellas? (How many stars?)” Though the entire class was assigned the same task, various activities were utilized that aligned with instruction including, oral review, explanation of objective, clarifying questions, simulation of stars, group planning, collaboration and discussion prior to presentations.</p>	Proficient
Monitor and Adjust 2.5	<p>The teacher used student responses to monitor learning and provided them with individual feedback throughout the lesson. When students struggled to interpret the poem, the teacher stated, “What about the rest of you? Be honest? You get it? Ahhhh, maybe. This poem is so rich, so dense in meaning; you’re not going to get this right away.”</p> <p>Ongoing references to the objective allowed students to continuously connect discussions to the expectations for learning. Some students provided immediate responses, while others held back.</p> <p>During the group work, the teacher monitored each group and provided feedback, as necessary.</p> <p>When students were presenting, questions were posed by student presenters. Each group then presents their final explanations to class, asking their questions.</p>	Proficient

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	<p>Group 1: "How do the stars in the poem resemble people?"</p> <p>Group 2: "Why does Haynes place so much emphasis on the life cycle of a star?"</p> <p>One group responds: "We said he is comparing that life cycle to our own. We are the ancestry of many generations to come. God has blessed us with the ability to go beyond reasoning & into something deeper that defines our personality."</p> <p>The transition and connection at the end of the lesson to the revising and editing was not clear, including how this was linked to the lesson objective.</p>	

Domain: Learning Environment

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures 3.1	<p>Classroom procedures and routines were in place. Students were asked to grab their books quickly for a small/short reference, and they all reached under their seats to quickly find page 151, as directed. The teacher asked for volunteers, before calling on anyone by name. Students were seated in rows; when asked to get into groups, they quickly and quietly reorganize desks to cluster and work together. Supplies were readily available to all students to complete the assignment with the double bubble projects, along with paper, markers, etc.</p>	Accomplished
Managing Student Behavior 3.2	<p>The teacher clearly had established rapport with students who responded and participated throughout the lesson. He used statements such as, "I want your fully focused, laser sharp, undivided attention." There were no behavior issues present during the lesson and no issues presented themselves to require redirection. A few giggles occurred, but were mostly between students and were not disruptive in any way. The teacher remained positive, provided eye contact, and engaged students with changes in focal points throughout the lesson, e.g., projected screen, white board, student groups, etc. Some students were asked to volunteer responses, while others volunteered on their own. Compliments and validations were provided even when students struggled to understand the content. During the presentations, one student said, "Good morning scholars!" and then says "Buenos dias". There is mutual respect between all classmates and T. During presentations one S called on</p>	Accomplished

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	<p>Mr. Duncan who stated: “Beside your all time spectacular poster, which is all time quality!” “I really, really loved; let the stars do the talking.” “Great, excellent, well put!” When these compliments were given, S’s on team patted one another on the back.</p>	
<p>Classroom Culture 3.3</p>	<p>There was mutual respect between all classmates and the teacher. During presentations one student called on Mr. Duncan who stated, “Beside your all time spectacular poster, which is all time quality!...” “I really, really loved...; let the stars do the talking.” “Great, excellent, well put!” When these compliments were given, students on team patted one another on the back. At one point, while students were collaborating in their groups, a bag of candy circulated from team to team. They each quietly took a piece from the bag and passed it along to the next person, all the while, listening to the one in the group who was talking things through about the poems they had just studied. Courtesy language was evident throughout the lesson to include: please, thank-you, smiles, nods, etc.</p>	<p>Accomplished</p>