

T-TESS Observation Evidence Sheet

11th Grade Physics

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> ● Learning objective was not clear so it is difficult to know if students are challenged and if they are successful: “I will complete a Boss Battle to prepare for our 2D kinematics”. The success criteria were “I will answer any question on a piece of paper to turn in.” 3:48 The teacher asked, “Everybody ready for the Boss Battle?” 3:40 “Just like our first unit test, everything that you do on this Boss Battle—if you turn it in, you’ll get extra points on your test.” 4:00 “That’s actually our goal today. Everybody turns in something.” ● There were two teachers in the room, and both gave instruction. Both teachers monitored the room while students worked. The teachers used the opportunity to walk unsure students through the process. 5:19 “OK. So, what are you guys doing?”, I like that you guys drew the picture. I always appreciate good pictures.” 6:25 “Make sure to get those glued into your book.” “What can we do to catch up?”, and “How are you doing?” Using one-on-one instruction, sitting with the student and working through the formula, and asking guiding questions. ● One T spent three-quarters of his time with 2-3 students and though circulated, there was no evidence that most students achieved expectations. ● The students were in table teams, so after first individually solving the problem, they came to a team consensus to share with the class. There was disagreement on the answer to one question, so the second teacher worked through the problem on the board. All students participated in an activity. ● After the section of the problem was read and displayed on the smartboard, students began individually solving the problem. Ten questions were asked by adding to the story of a quill beast. Students had to decide what formula (horizontal or circular) or angular to use to 	Developing

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	to solve the problem. Then they were moved to the next section of the story.	
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> • Little evidence was seen to reference the objective to other disciplines or content knowledge in multiple contexts. There was a partial connection to real-life experiences through the creative story that led the exercise. • The assignment posed ten questions to solve using formulas for horizontal motion and circular motion, or conceptual for angular motion. The problems were embedded into a fantasy fiction story about the span of motion of a quill beast, how to catch the quill beast, the speed of a rock thrown from a sling, etc. • T demonstrated evidence of the PEMDAS strategy and knowledge. He provided images of the Boss Battle problems. He did address at least two students who had content questions as he circulated through the class. • By reviewing the formulas initially, students were better able to choose which to use analytical and practical thinking. Students were using calculators, writing pencil to paper, and answering the Boss Battle questions. 	Developing
2.3 Communication	<ul style="list-style-type: none"> • Students were grouped by tables to be a team. Each team had a name (Flying Buccaneers, Blue Gorillas' Left Pinkie, Samara Lightnings, etc.) and appeared to be competitive by earning points for correct answers. Students were allowed to work individually first to find the answer and then compare notes to come up with the final table answer. Students were free to talk to each other and both teachers were monitored by asking questions or providing help to students • The teachers monitored the students during individual work time and gave instructions, or did a quick reteach, when and where needed. The teacher's questions were low-level when working with the students: i.e. Can you solve that? Do you need to isolate? • His whole-group responses were very general based on his observations through circulation, as evidenced by how he demonstrated a few problems, however, the demonstration did not point to specific student misconceptions. 	Proficient

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	<ul style="list-style-type: none"> There was no evidence of a clear lesson cycle. Students were not given space to respond to his equation demonstrations. 20:01 T's walking around the classroom and helping students with the 2nd question. "As a reminder-Apogee isn't a word you need right now, but it helps when I am teaching my engineering class" 21:46- "Flying Buccaneers, you will be drawing this on our board". 23:27- Teacher reviewing what they put on the board. 	
2.4 Differentiation	<ul style="list-style-type: none"> The teachers monitored student learning by walking around to all groups to check for accuracy. Additional instruction was provided where inaccurate answers were given or when students needed more explanation. Students were using calculators. It was observed that two students needed more help and extra instruction was provided. Teacher asked, "What do you think? What would you do first?" He also said, "Hold on. 6:58 Walk me through what you are doing. "Are you isolating x or solving for that" Do I need to isolate? St:" I don't know where to do first" T: PEMDAS S: "I haven't used it in a while" T walks her through PEMDAS 9:00-T: " I should have you teach the class. Think about my 2 topics, when we read this question, what kind of motion is it?" 12:50 T "Write the equation at the top of your paper" The teacher did allow some peer discussion. His checks for understanding were random and not frequent. His process did not yield a clear understanding of what percentage of his class were proficient in the assignment. 22:22 T: I can go through it with you if you want ST: Yeah 22:50- Teacher works with a student who is struggling 1:1 	Proficient
2.5 Monitor and Adjust	<ul style="list-style-type: none"> Students were engaged throughout the lesson. The teacher reviewed math operations at the beginning of the lesson. During the student work time, the teachers circulated and asked questions to monitor student understanding. "How are you doing?", "What do you think?", "What would you do first?". Students were also encouraged, "You got it." When one student did not have notes, the 	Proficient

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	<p>teacher said, "I will go over the angular notes with you a little bit to get you up to speed. I don't want you to miss problems just because you weren't here."</p> <ul style="list-style-type: none">● 13:50 T helps student find her blue equation sheet and talks her through the process● 14:37 "which direction is that going" S: on the axis. T: "Which way is it going, what is it asking you to find". <p>Both teachers walk around the classroom throughout the independent work time assisting students.</p> <ul style="list-style-type: none">● At the end of class the teacher said, "...completed the objective for the day - got through all ten".● There was no evidence of lack of engagement.	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<ul style="list-style-type: none"> • The students managed their computers and calculators without assistance. • The students responded to the teacher’s call-back phrase, “Class, class...Yes, yes”. Student responses were followed by the teacher saying, “Perfect”, “Excellent”, “I like that you guys drew a picture”, and “You got it”. • The directions that the teacher gave were vague. The teacher did little to no redirection although the students were ritually compliant. Students were complimented at the end of the lesson when the teacher told the class they “did an excellent job and that they used scientific language.” 	Proficient
3.2 Managing Student Behavior	<ul style="list-style-type: none"> • No student misbehavior was observed, therefore, no correction was needed. • There were no standards expressed. • The teacher only gave the assignment. His directions conflicted with the student teacher. • Rules, expectations, and consequences posted on the wall. 	Proficient
3.3 Classroom Culture	<ul style="list-style-type: none"> • When working in table groups, it was noticed that students would help a table mate who might have missed something or needed a little help. Students chose creative names for their teams. 5:30 “I like that you guys drew the pictures” “I like good pictures”. • The lesson used fantasy fiction to navigate through the problems of horizontal motion, angular, and circular motion. Their interaction indicated that they had used the strategy of Boss Battle previously. 33 minutes into the lesson, “The floor is lava!” Students raised their feet off the floor. Class ended 8 minutes early. Students were instructed to finish yesterday’s worksheet or study. • Most students were engaged throughout the lesson. No disrespect among students was noticed. 	Proficient