

## T-TESS Observation Evidence Sheet

### 4th Grade Math

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>The teacher set academic expectations that challenged students and kept the pace moving and provided clear guidance for all students. It appeared that all students were challenged by the concepts of solving word problems that were addressed in the spiral review and for the process of Spiral review to solve word problems. Topic from last week. Lasted for 17 min.</p> <p>18:00 T: Yesterday in math, what did we start learning? St: Input Output tables</p> <ul style="list-style-type: none"> <li>● :30 Tell me KFC, tell me get or strip diagrams, how you solved the problems. “Read and solve:</li> <li>● The teacher had a strong system for providing feedback for the culminating activity and scaffolding in place to ensure that students were able to master the learning. Some students needed scaffolding to access the learning even at the end, and it appeared that there was a broad range of learner styles and skills in the classroom. Students did use some self-monitoring in recognizing if they needed assistance.</li> <li>● Communication was clear and correct. Some additional opportunities to ensure students understood the reason for using input/output tables could have extended the learning. Questioning was at the understand and apply level but did not extend the learning beyond the objective of the lesson</li> </ul>	Proficient

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	<ul style="list-style-type: none"> <li>Reviewed anchor charts and strategies with the class before starting the lesson.</li> <li>After students worked in groups to solve problems they were instructed to work individually to solve the remaining problems.</li> </ul>	
2.2 Content Knowledge and Expertise	<p>The teacher demonstrated knowledge of the processes for the math concepts and has provided systems for students to accomplish the task. It is unclear if this could transfer to multiple contexts. There were processes and formulas. She asked questions to encourage thought about why and what they need to know. It was not completely clear if the “strategies” used were supporting the thinking of students or if they were more of a formulaic system.</p> <p>Anticipated misunderstandings and used technique to get ahead of confusion/possible errors.</p> <ul style="list-style-type: none"> <li>During the spiral review, the teacher had students practice their understanding of the concept of solving problems to the different contexts presented in the word problems. She referenced how the skills were applicable to test-taking several times.</li> <li>She used very structured processes for students to be successful in learning. 1 7:29 T: “Problem#2 Same thing (as #1) there might be one step or might be two. Please solve. KFC will be really important. You have to have a strip diagram or GET before you can do any work to whole group.” (Repeated to various students.)</li> <li>9:15 Repeated again to whole group and added, “because those things (strip will tell you what you’re going to do.”</li> </ul>	Proficient

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	<ul style="list-style-type: none"> <li>● 10:00T to a student: If I have groups, what do I do to get the total? (St. responses briefly and T chuckles)</li> <li>● She provided strategies for students to help avoid misunderstandings including the GET, strip diagram, KFC.</li> <li>● She asked students to think about the problem to identify what they need to find.</li> <li>● 11:00 T to a student: What is it (the problem) asking you to find?</li> <li>● T: to group Who feels like they can KFC this for me. Kaydon explained what they KNOW from the problem, what they are supposed to FIND. Teacher pointed out that there was a condition and explained the 2 groups/1/2</li> <li>● 13:30 Lance: explained the process of groups and each. He used the box method</li> <li>● T: Now I know how much money they made. Mr. Edwards, what do we need to know? Students read that they need to know 1/2. Students determine if they will use box method of “magic y”</li> <li>● She went through a process of pointing out that when numbers move from small to big we always use addition or multiplication and when moving from big to small, we subtract or divide.</li> <li>● She guided students to notice that the numbers on the right are multiples and it has to work for all pairs. Students had 3 minutes to do the back. Students with yellow folders were reminded that they are helpful.</li> <li>● Reminder: Rules should work for all pairs</li> <li>● “Are there any contextual words, phrases, or things I need to know to solve this?”</li> <li>● Referred to STAAR testing and TEKs multiple times.</li> </ul>	

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2.3 Communication	<ul style="list-style-type: none"> <li>● She was very structured in her directions and guidance sometimes to the point of being sharp in her tone               <ul style="list-style-type: none"> <li>○ 1: 00 Repeated: Read and Solve. A student asked a question. T responded: “It doesn’t matter, just pick one and get started.</li> <li>○ A student provided an explanation and she interjected</li> </ul> </li> <li>● Lesson - Input Output tables began 18 minutes into the time allotted for the math lesson</li> <li>● 18:10 Teacher asked students to look at the vocabulary that was displayed and asked for volunteers to explain in their own words some relevant vocabulary words.               <ul style="list-style-type: none"> <li>○ Student explained: <b>Input output tables</b> and after a pause was able to tell that they were looking for the rule.</li> <li>○ <b>Sequencing</b></li> <li>○ <b>Number patterns</b></li> <li>○ The teacher referenced sequencing and connected with ordering things from learning earlier in the year.</li> <li>○ She prompted students to notice the word <b>position</b> and provided a brief direct instruction about the relevance to the concept</li> </ul> </li> <li>● 21:30 Students were asked to talk with their team about the input output table in a specific example and to determine what the rule is for the table. Students could be heard engaging in academic discussion. T: Called students back together and asked a volunteer- Jasmine, what’s the rule? J. minus - T. minus what? She guided students to notice that it should be minus 2</li> </ul>	Proficient

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	<ul style="list-style-type: none"> <li>● 23:30 Students were given another opportunity to talk with their team about the problem. Some students were talking about the problem. At a table where students were not talking, the teacher tried to get them started with prompts then told them to keep talking like that.</li> <li>● 25:30 T had student share their thoughts and tested the theory. They ultimately landed on “add 3” T. showed process for checking if you’re going to a smaller number (minus) or larger number (adding)</li> <li>● 26:50 To small group- Do you see a pattern? What do you think the first number would be? what do you think the last number would be so what’s the rule?</li> <li>● To another group - what do you think the rule would be? Why do you think it’s X10? Does it work for all the pairs?</li> <li>● Whole group a student volunteered that the rule is plus 10. The teacher tested it and it didn’t work. A second group also said plus 10. A third group said X10 and the teacher tested it and showed that the rule is X10.</li> <li>● 30:550 Does everyone have their journal now? (Yes) Open your journal to the anchor chart we made yesterday. What is something we know that is important we have to know about the topic we’re learning about this week?</li> <li>● St: The rule has to work for all pairs. (T reinforced)</li> <li>● What else do we need to know?</li> <li>● If we go from small to large it’s add/mult</li> <li>● If we go from large to small it’s sub/div.</li> <li>● Teacher asked students to visualize anchor charts for even when they are removed during testing. Charts will be in their room. Some</li> </ul>	

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	<p>students had yellow folders and were encouraged to use the yellow folder as it will “help.”</p> <ul style="list-style-type: none"> <li>● 32: Show what you know - We’ll do the front right now together and you’ll do the back on your own.</li> <li>● Students were encouraged to explain their answers to class, discuss the correct answer in groups.</li> <li>● Teacher used the ELMO projector to display problems and solve them.</li> <li>● “Are there any contextual words, phrases, or things I need to know to solve this?”</li> <li>● Explanations were clear and precise.</li> </ul>	
2.4 Differentiation	<p>The teacher demonstrated knowledge of differentiated instructional methods by intervening with specific strategies and providing opportunities for individual support and individualized instruction. The systems established for individual support indicate that this is a regular and consistent process. The use of strategies helped to minimize confusion and support student engagement.</p> <ul style="list-style-type: none"> <li>● 38:50 Worked with an individual student:</li> <li>● Do these look like multiples of something? St: yes. T: What are they multiples of? St.: 2 Teacher tested the theory and asked is that a multiple of 2 St: No.</li> </ul> <p>T: suggested adding. Modeled counting up 4 more with several pairs. Asked student: so what’s our rule here? agree that it’s plus 4</p> <p>During the last independent work time, the teacher provided independent support with the “Open Table”</p>	Accomplished

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	<p>strategy where students could ask for help. 44:30 She also worked with students at their desks to provide scaffolding for the student, using a skip counting strategy with the student. She asked “What do you think?” and the student tried applying the strategy</p> <ul style="list-style-type: none"> <li>• “Tell me what one of these [vocabulary words] means in your own words.”</li> <li>• Gave a student struggling with an answer a paper number line and asked her to point to different numbers to determine the pattern.</li> <li>• Encouraged students who were struggling with the work to join her at the table for 1:1 assistance</li> </ul>	
2.5 Monitor and Adjust	<p>It was not clear that she used input from students to adjust instruction, but she did monitor and provide additional support (differentiation) to students who needed help. She invited input from students through questioning and monitored responses</p> <ul style="list-style-type: none"> <li>• As the students worked on the initial activity the teacher circulated the room and placed some small items on some student's desks. This appeared to be a reinforcement of some type possibly for student engagement. She was attentive to engagement and tended to regain engagement in a s</li> <li>• 2:55 Kay, pause. If I have groups in each, what do I do to find the total? Remember the poster? Can I show you? So what do you do? Yep!</li> <li>• 3:20 To a student, “You have to have another number somewhere</li> <li>• 3:33 Pause! If you’re not done, that's okay. Who can go do all of KFC for me? Who feels really strong?</li> <li>• Alright, Christian, (who volunteered) What do we know. C: We know Alexander swims T:</li> </ul>	Proficient

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	<p>Anything else? C:We know each lap is 25 yards. T. asks who did Get or Strip diagram? Ok what did you get?</p> <ul style="list-style-type: none"> <li>● One thing I see friends doing that you're missing is you're not putting the symbols. So make sure you have the symbol.</li> <li>● Joseph, what do I do to find the total. Walk me through Turtle Method.</li> <li>● Caleb talked through the process. T: I like your vocabulary. T to class: What do you think? inviting their input?</li> </ul> <p>Is this multiple choice? This is like a griddable but nothing to bubble. You may have to type in your answer on STARR test.</p> <p>7:29#2 Same thing there might be one step or might be too. Please solve. KFC will be really important. You have to have a strip diagram or GET before you can do any work to whole group. (Repeated to various students.)</p> <ul style="list-style-type: none"> <li>● During individual work time the teacher regularly moved from group to group monitoring instruction and checking for understanding.</li> <li>● Throughout the lesson the teacher constantly checked for understanding via questioning.</li> </ul>	



Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>There was evidence of systems and processes to manage materials. Students had a role in the management, but it was very much directed by the teacher with little evidence that students were able to self-manage:</p> <ul style="list-style-type: none"> <li>● 18:00 T: Put the Spiral Review paper in your blue folder</li> <li>● 29:30 Teacher references journals and the routine that they are to be passed out every day, but everyone had not gotten their journal I on this day.</li> <li>● 33:00 Reference strategies that “get you into the movie” during testing.</li> <li>● Make your paper look like my paper.</li> <li>● For the most part, students were able to seamlessly manage their materials without impacting instructional time.</li> <li>● Clear systems and routines were in place to help make transitions efficient.</li> </ul>	Accomplished
3.2 Managing Student Behavior	<p>Students were compliant and followed behavior expectations with the teacher directing their actions. The reinforcement noted below could be an example of encouraging behavior subtly.</p> <p>The teacher moved around the room during working time and placed small items on some students desks that seemed to be some type of reinforcement but it was not clear what this was for.</p> <ul style="list-style-type: none"> <li>● Students were well-behaved and on task throughout the lesson and clearly knew the rules and expectations of the classroom.</li> <li>● Teacher constantly monitored both behavior and instruction. While there were no big issues during</li> </ul>	Accomplished

	<p>the lesson, the teacher reacted quickly and subtly as necessary to correct behaviors.</p>	
<p>3.3 Classroom Culture</p>	<p>While students are given multiple opportunities to talk to the teacher and to each other the teacher’s tone seems short, almost sharp, and possibly even dismissive. Some students engaged in conversations about the learning when guided to do so. The evidence and descriptors most closely align with Proficient however a point of discussion might be the opportunity to move toward a more student-centered classroom culture. She may not be aware of her tone. In a more positive move, the teacher did display respect for students in asking: “Can I show you?46:50 Can I write on your paper?” 46:04 “Can I give you a suggestion? “</p> <ul style="list-style-type: none"> <li>● While a student is describing what his problem solving process, she repeatedly, says, “kay, kay, kay” (okay) which feels like a disruptive interjection and rushes the student’s response. It may have been intended a reinforcement of the students response, but the result was an unnecessary distraction.</li> <li>● 40:00 At times the teacher’s tone was very directive and her management of the classroom was teacher directed. T: “uh huh you’re not doing the back yet. Erase” when a student started working on the back though she had told them not to.</li> <li>● There was no explicit connection made between the learning of input/output charts and the real world or student interests. The primary connection seemed to be an upcoming Interim test and a Benchmark which are important and certainly relevant to the time of year. 33:00 Referenced strategies to use during testing that “get you into the movie”.</li> <li>● Students were engaged throughout the lesson, whether working individually or in groups.</li> </ul>	<p>Proficient</p>

	<ul style="list-style-type: none"><li>• Students were respectful and, when doing group work, collaborated effectively with one another to solve problems.</li></ul>	
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