

## T-TESS Observation Evidence Sheet

### 4th Grade Reading

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>T. introduces lesson for the day with guidance that she will read aloud a segment of the book they have been reading, then students will finish reading and respond to questions with their partner. There were areas where the lesson leaned toward the level of Accomplished in with anticipation of student mistakes in understanding phrases in the reading. However the lesson was not as student directed as might be expected for Accomplished rating</p> <p>T directed: “Read chapter 6”</p> <p>LT written on board but not verbally discussed- I can summarize significant events that transpire during Chap 6 and make inferences about relationships between characters using evidence from the text.</p> <p>T reads the text to Ss for most of the passage, Ss follow along as teacher reads. Two times, Ss complete reading the page independently.</p> <p>Ss struggle to answer the questions. T uses yes/no questions to guide their understanding. Several instances where Ss are answering yes/no but unclear and cannot defend their responses. They change their answer.</p> <p>30:30- Yesterday when we were talking about __ being trustworthy, did he tell J where the boat was? Yes. So could I add this to the side that shows that BG is trustworthy? Yes. Where do you think BG was during</p>	Proficient

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	<p>all of this? Ss share guesses (on the boat, talking to silver). I'm thinking on the other side.</p> <p>Final 2 questions- Why do we think this chapter was titled the plan? What effect does that have on the narrative of the rest of the story? 45:20 T leads discussion of these questions. 49:40 T provides answer, "I could say it was called the plan because they made a plan to get the treasure."</p> <p>T. introduces lesson for the day with guidance that she will read aloud a segment of the book they have been reading, then students will finish reading and respond to questions with their partner</p> <ul style="list-style-type: none"> <li>● :50 T. ensured students were in the right place and were prepare to follow along with their reading. A specific objective was not stated, but the lesson and activities involved reading comprehension, making inferences using text evidence, and summarization. Reminded students to use the chart on the board to help decipher pirate lingo. The teacher used academic language such as inference, evaluative questions.</li> <li>● Throughout the lesson the teacher guided students through reading aloud, reading independently and responding to questions with a partner</li> <li>● Most students seemed engaged in the discussion with interest and used analytical thinking on their verbal responses.</li> <li>● Teacher:2:04 Why does Captain Smollett say, "hmmm don't know him" when presented with Captain Silver.</li> <li>● The teacher persisted with questioning and held students accountable to provide evidence for their answers. The lesson was long and though</li> </ul>	

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	<p>she initially provided wait time there were times that the T responded for the students.</p> <ul style="list-style-type: none"> <li>● T: explained the 3 comprehension questions at the end of the chapter.</li> <li>● Based on the observation of student engagement there was mastery of the concepts but the observer didn't have a real way to measure.</li> </ul>	
2.2 Content Knowledge and Expertise	<p>Ask Ss to infer what it will be about based on what they know in previous chapters. T uses yes/no questions to guide the students to a prediction and persisted with the lesson to gain engagement and concept mastery with most students, based on our observation.</p> <ul style="list-style-type: none"> <li>● T reads the first part of the story. The stops at various points and asks questions to check for understanding (5 times)</li> <li>● 6:56- You're going to read independently and then answer some inferential questions.</li> <li>● What do you think he means when...; Do you think he's being honest? Why?; John</li> <li>● 8:56 Tells Ss what they need to do to answer an evaluative question</li> <li>● Has Ss use listening protocols for partner talk (Cpt and Union Jack). Ss use accountable talk protocols "respectfully disagree because..."</li> <li>● What does it mean, better odds than what we started with? This is in anticipation of potential misunderstanding.</li> </ul> <p>T. demonstrates knowledge of reading comprehension through questioning that required students to recall, understand and</p> <ul style="list-style-type: none"> <li>● T asked: Based on your perception of Silver, do you think he's being honest? Why?</li> </ul>	Proficient

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	<ul style="list-style-type: none"> <li>○ Students and teacher reviewed a discussion yesterday about buccaneers when they determined that buccaneers were not honest.</li> <li>● 13:30 T had questions prepared to use during the reading:               <ul style="list-style-type: none"> <li>○ What is the purpose of the fight?</li> <li>○ Why did the fight break out?</li> </ul> </li> </ul>	
2.3 Communication	<p>Ss were engaged in communication with each other and the teacher frequently in the lesson and demonstrated their thinking, engagement and ability to skillfully communicate their ideas.</p> <ul style="list-style-type: none"> <li>● Question- Why does he say don't know him? What do you think he means when he wants to make terms? Ss guess. T acknowledges their guesses and gives her own (correct answer, even though a student's response was close (make rules)).</li> <li>● Question- Do you think he's being honest? Why? S answers using text evidence. T asks yes/no questions to clarify. Then provides answer- is he giving terms or telling what he wants? Ss answer in unison. Continues w/ yes/no questions to get Ss to the correct answer</li> <li>● What does it mean, better odds than what we started with? Jizzy- Maybe better in life, maybe the battle got better? T- How did it get better? Odds are in whose favor? S- answer correctly. T clarifies w/ yes/no questions</li> <li>● T circulates the room and asks different Ss for their input in the discussion throughout the lesson.</li> <li>● 3-4 opportunities for Ss to practice the partner talk protocol. At the end, T highlights a few</li> </ul>	Accomplished

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	<p>conversations to debrief as she calls the groups back. 45:26- I heard a lot of good conversations, I love what I heard at this group. Can you share out?</p> <ul style="list-style-type: none"> <li>● 12:08 During collaboration a student stated that he “respectfully disagrees” with another student.</li> <li>● Anticipated misunderstanding 13:40 T. - Can I make an inference about this? Paused. Clarified - can I make an inference about something the text directly states as opposite? Maybe about the feelings but not the facts.</li> <li>● Visual aid with questions and sentence starters supported student learning. Phrases on the board were another visual that support student thinking in this lesson.</li> <li>● 54:30T: asked Who did you think would have the upper hand. St: Silver T: Why? St/Logan; because he can take the boat back to the island and get the treasure back. T: Who said Jim had the upper hand instead of the buccaneers? St Lillian: I said Jim had the upper hand because he was on he boat so control could go either way Student responses showed analytical thinking</li> </ul>	
2.4 Differentiation	<p>Ss have whisper phones to help as they read independently (they can choose to use them)</p> <p>T circulates the room if Ss have questions while they’re reading</p> <p>Ss use accountable talk stems to support their peer discussions.</p> <p>Ss are provided sentence stems to use during their written response, if they want to.</p>	Accomplished

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	<p>A group that is struggling to answer the last question- T provides sentence stems to help them with the discussion (Can I have a min to look in the text?</p> <p>59:20- Reviews the questions w/ Ss. Discusses what they can do if they have trouble- review terms in glossary, ask a partner next to you, opens up back table after 10 min for discussion with Ss</p> <p>There was evidence of differentiation during the lesson:</p> <ul style="list-style-type: none"> <li>• When asked to engage in independent reading T. told students the students who have whisper phones that they could use them, indicating that the teacher had planned for differentiation with the students who needed support with reading and benefited from reaching aloud to themselves</li> <li>• When students did independent work at the end of the lesson, the teacher provided an open table to be available for support.</li> <li>• The teacher provided sentence stems for students to use when responding to questions</li> </ul>	
2.5 Monitor and Adjust	<p>T circulates room to see when most Ss are ready to move on from independent reading and monitors Ss responses during turn and talk. The T was responsive to students</p> <p>12:25 T provides specific praise to Michaela and Logan for using accountable talk steps for the discussion.</p> <p>Ss struggle to identify the type of question (infer). Can I? Ss start guessing yes/no. T clarifies that the evidence comes from the text. Ss respond w/ yeses and nos- still unclear. Perhaps the teacher could have made adjustments here to help with student understanding</p>	Proficient

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	<p>and to follow through.on the clarification about using the text.</p> <p>17:36- T circulates during group discussions. Follows up w/ a group w/ questions to guide their understanding. Brings Alex’ response to the whole group debrief on the question about the fight (Why it happened and what it was about)</p> <p>34:45-36:33 Two minutes for students to read the next 2 paragraphs independently.</p> <ul style="list-style-type: none"> <li>• The teacher used proximity to monitor and support student engagement.</li> <li>• When student responses indicated that additional clarification was needed, she provided clarification</li> </ul>	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>1:00 T explains how Ss will discuss with their turn and talk partners. Ss turn to the correct page to follow along</p> <p>S materials are readily available and Ss have easy access to their texts, whisper phones, books and pencils.</p> <p>Classroom is organized- tables are numbered and materials are in the center of the table.</p> <p>A group that is struggling to answer the last question- T provides sentence stems to help them with the discussion (Can I have a min to look in the text?) T sets</p>	Accomplished

	<p>expectations that next time, she wants to hear them talking about the learning.</p> <p>Ss are allowed to choose where they want to work in the room during independent work time (closure)</p> <p>The classroom environment is organized and attractive. Students were organized into groups based on the flags represented in the book: Jolly Rogers and Union Jack</p> <ul style="list-style-type: none"> <li>● St. were allowed to move around the room for independent work with guidelines</li> <li>● Students were in their chairs with no opportunity for movement for 1 hour during the lesson. They did have opportunities to talk to partners but would have benefited from opportunities to move as they were looking tired and visually less engaged.</li> <li>● The students knew the expectations for accountable talk and engaged in thoughtful discussions.</li> </ul>	
<p>3.2 Managing Student Behavior</p>	<p>As groups discuss, T circulates and provides treasures to those that are on task reinforcing the positive behaviors or student with extrinsic reward. This appears to be a consistent practice.</p> <p>Ss are provided with clear “read aloud” expectations (follow along)</p> <ul style="list-style-type: none"> <li>● 39:45 A S stops following along in his own text and listens to teacher as she reads</li> </ul> <p>Ss are provided with clear “discussion expectations” (take turns, use accountable talk)</p> <ul style="list-style-type: none"> <li>● The teacher appeared to be placing small objects on some students' desks which seemed to be a part of a reinforcement system.</li> <li>● Students were observed using the classroom protocols to “respectfully disagree” and were skilled implementing the classroom standards for discourse.</li> </ul>	<p>Accomplished</p>

<p>3.3 Classroom Culture</p>	<p>The level of engagement is very high and the positive rapport is apparent. The way that students speak to one another appears to be a well-established practice which leads to a conclusion that the practices of engagement based on student interests and abilities is a consistent practice in the classroom, though this rating is based on one observation.</p> <p>Ss wearing pirate hats to go w/ theme of the book</p> <p>Ss speak respectfully to one another and use accountable talk to support their discourse.</p> <p>Classroom is inviting- many spaces to pique S interest and feel comfortable in the room.</p> <p>T demonstrates positive rapport with Ss and encourages all Ss to participate in the discussion.</p> <p>T explains the relationships to Ss to help them engage in the text (if you were in his shoes and you were marooned on an island to survive on your own for 3 years, would you have a good relationship?</p> <p>2-3 times during discussions, T encourages Ss to be patient with each other and provide think time. 53:20 Just like he let you share, you need to let him finish. He has good ideas too.</p> <ul style="list-style-type: none"> <li>● 33:05 a Female student respectfully turned her table mates page when she saw that he was on the wrong page.</li> <li>● Logan: During collaboration a student stated that he “respectfully disagrees” with another student</li> </ul>	<p>Distinguished</p>
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