

## T-TESS Observation Evidence Sheet

### Kindergarten English Language Arts - Core Knowledge Language Arts (CKLA)

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> <li>● Teacher reviewed all lesson objectives prior to lesson (00:01)</li> <li>● T persisted frequently to make sure all students achieved mastery. Example - "Let's do that one again together, t-w-o spells two." (6:30)</li> <li>● T took several opportunities for students to take initiative of their own learning. Ex. - "Raise your hand and tell me what you know about vowels." (2:55) Students worked in pairs to read phrases on cards distributed by T. (25:50)</li> <li>● T anticipated some common mistakes when delivering instruction.               <ul style="list-style-type: none"> <li>○ "We're going to review the quick sounds. Don't let that d and that b trick you up." (1:39)</li> <li>○ Chaining activity: "Everybody is thinking of the sounds they hear in the word tin <i>T motions segmenting the sounds down her arm</i>- You're going to need 3 sounds, what's the 3 sounds. What is the beginning, middle and end? Really listen for that middle sound, because that's the tricky sound." (19:46)</li> </ul> </li> </ul>	<b>Proficient</b>
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> <li>● T clearly understood the content and relayed information to the students accurately.</li> <li>● T's depth of knowledge about emergent literacy development allows for proactive instruction and in-depth discussion               <ul style="list-style-type: none"> <li>○ Phoneme sound review- teacher separates the holding sound consonants w/ the quick sound consonants. Vowels are on a separate line as well.</li> <li>○ Sight words- green sight words are the ones that Ss can decode, yellow ones are referred to as the "tricky" ones that are not decodable</li> <li>○ T is knowledgeable about phonemic awareness and seems to have frequent discussions about what your mouth does as it makes certain sounds. "Make the /w/ sound and tell me what your mouth is doing." Ss are able to contribute to the conversation about what their teeth, lips, tongue, and mouth do to make the sound (17:54)</li> </ul> </li> <li>● Ss are given opportunities in the lesson for different types of thinking as they do their literacy routine</li> </ul>	<b>Accomplished</b>

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	<ul style="list-style-type: none"> <li>○ Segmenting and blending phonemes</li> <li>○ What do you know about consonants?</li> <li>○ Decoding letter sounds to read words (sight words and word cards)</li> <li>○ Substituting phonemes to change the word</li> <li>○ Analyzing what your mouth does to make the /w/ sound</li> <li>● The sequence of the instruction moves from less complex to more complex to allow Ss to deepen their understanding and literacy development <ul style="list-style-type: none"> <li>○ Short vowels covered first, most common consonants taught first, adding new consonants to the list</li> <li>○ Various aspects of literacy development is covered in the literacy routine (decoding phonemes, encoding words, segmenting and blending words, etc.)</li> </ul> </li> <li>● Although there is no evidence of integration with other objectives; the overall evidence falls into the Accomplished performance level</li> </ul>	
2.3 Communication	<ul style="list-style-type: none"> <li>● Students were given many opportunities to communicate with the teacher and their peers. Ex. - “Raise your hand and tell me what you know about vowels.” Randomly picked students using iPads to share what they know/learned.</li> <li>● Used various teaching techniques where students were using auditory, tactile, and visual learning. Ex. - Teacher would say a sentence in a story about W and students would repeat it back to her. Teacher showed students how to sound out words with separate sounds by moving her hand down arm for each sound. Students would then mirror that technique. (8:20) “Read it, Spell it, Read it.” (4:35)</li> <li>● Explanations throughout were clear and precise and given both verbally and visually, often using the SmartBoard to teach.</li> <li>● Good wait time throughout.</li> <li>● T often uses questioning to clarify Ss’ misconceptions or extend their thinking for that literacy <ul style="list-style-type: none"> <li>○ Carlos struggles to read “sad” because he confuses d and b. Courtney, what sound is this? T asks other Ss to help decode the d. (14:30)</li> <li>○ Courtney skips middle sound when doing the chaining activity for the word “tin.” T has her stop and asks, what is that middle sound?</li> </ul> </li> </ul>	<b>Accomplished</b>

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	<p>Put it on your arm. The first sound was /t/. And what is that middle sound? Courtney identifies /i/ and corrects her mistake. (20:26)</p> <ul style="list-style-type: none"> <li>● T implements wait time throughout many of the activities: <ul style="list-style-type: none"> <li>○ Letter sound review- Get ready...(1:03)</li> <li>○ Read card and add to poster. T shows card first, then randomly calls a student (11:10)</li> <li>○ Chaining- we're going to change... to ...T repeats 3Xs and gives Ss time to think before randomly calling a student (21:30)</li> </ul> </li> </ul>	
2.4 Differentiation	<ul style="list-style-type: none"> <li>● Used a variety of teaching techniques. Ex. - Read a story with lots of Ws in it when teaching about the letter W. (16:30); Sounding out words while using arm motions. (8:20); Used SmartBoard throughout the lesson to show students what they were learning and allowed students to use the SmartBoard to show their learning. "Get your little snappies ready," as they were about to snap fingers in rhythm to a poem about W. (17:00)</li> <li>● T constantly monitored student learning and understanding and immediately addressed any misunderstandings a student had.</li> <li>● When teacher was handing out words to sound out with their partners, she was strategically choosing words for students (27:00)</li> </ul>	<b>Proficient</b>
2.5 Monitor and Adjust	<ul style="list-style-type: none"> <li>● Adjusted pacing as needed as T monitored student understanding. Ex. - Student came up to SmartBoard to change a word from tin to win. When student was faltering the T redirected and slowed pacing until student showed mastery. (20:00)</li> <li>● Teacher constantly monitored throughout the lesson for student learning and engagement, and subtly redirected as needed. Ex. "Sit crisscross applesauce," was stated multiple times. "If you're not looking at it, you're not reading."(4:19); Said, "Read it, Spell it, Read it," multiple times.; Used lots of positive feedback. Ex. - "You're making your teacher proud."</li> </ul>	<b>Accomplished</b>

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	<ul style="list-style-type: none"> <li>● Each portion of the lesson required Ss to respond to the questions- T was consistently checking for understanding. She used raised hands or randomization to call on students throughout the lesson.</li> <li>● T consistently gave specific academic feedback to affirm or clarify Ss' responses and provide feedback-               <ul style="list-style-type: none"> <li>○ "Like pay your money, but with the ending sound /d/. Kennedy, do that word with me..." (8:40)</li> <li>○ "Oh I see Ethan is already sounding it out."(12:15)</li> </ul> </li> </ul>	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<ul style="list-style-type: none"> <li>● During the lesson, the T used the prompt, "Get ready," before students were to say a sound aloud. (2:00).</li> <li>● T repeated, "If you're not looking at it, you're not reading," several times to get student eyes up front.</li> <li>● Teacher moved seamlessly between each different section of the lesson, without interruption.</li> <li>● T said, "Sound out the words the quiet way," several times.</li> <li>● Students began the lesson in a group, seated on the carpet in the front of class. They were attentive and engaged throughout the lesson and transitioned quickly back to their seats when it was time to work in their workbooks.</li> <li>● T uses the "my turn, do it with me, your turn" routine for targeted practice and feedback during the lesson.</li> </ul>	<b>Accomplished</b>
3.2 Managing Student Behavior	<ul style="list-style-type: none"> <li>● Students were highly engaged throughout the lesson.</li> <li>● The teacher quickly, and subtly redirected students as needed without disruption.</li> </ul>	<b>Accomplished</b>

	<ul style="list-style-type: none"> <li>● T monitors Ss behavior and reminds Ss to sit X applesauce (both verbally and visually w/ hand gesture)</li> </ul>	
<p>3.3 Classroom Culture</p>	<ul style="list-style-type: none"> <li>● Students were very well-behaved and respectful throughout the lesson, followed teacher directions quickly, and participated fully.</li> <li>● Teacher covered all the objectives she reviewed at the beginning of the lesson.</li> <li>● Student engagement was high whether students were working in pairs, listening, watching other students perform tasks, or performing tasks individually. <ul style="list-style-type: none"> <li>○ Ss are positive w/ each other and celebrate one another's accomplishments during the lesson</li> </ul> </li> <li>● T frequently encourages Ss to take risks in their learning. "Even if you have the wrong answer, I'm going to help you through it. Try, even if you think you're wrong." (3:54)</li> </ul>	<p><b>Accomplished</b></p>