

T-TESS Observation Evidence Sheet

Kindergarten Math

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>While the students' self-assessment indicated that most of them knew the four 2D shapes noted in the objective which would fall in the Developing column, the lesson provided additional challenge by comparing and contrasting the shapes through the Venn diagram and providing the opportunity to find the shapes in their real world and in printed materials and reinforcing the concept of a 2D shape as a flat shape.</p> <ul style="list-style-type: none"> • Though we did not see the result of the exit ticket, the teacher persisted with the concepts of 2D shapes through multiple activities starting with whole group identification in the first story, partnered brief discussion of their rationale for the “most important” shape, another story to reinforce shapes in their world, a small group identification activity and an individual opportunity to use the shapes. • 7:55 When a student referred to the 2D rectangle as a rectangular prism she provided clarification that a flat shape of a rectangle is referred to as a rectangle instead of a rectangular prism. • She provided opportunities for students to take the initiative of their own learning through the initial self-assessment activity, and by allowing them to make choices throughout the lesson (most important shape, choosing shapes in the magazines, drawing or using stickers in the exit ticket using the shapes.) The criteria for a successful exit ticket appeared to be that they were using shapes to create a pattern or a picture that they drew which would address the objective of identifying the shapes 	Proficient

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2.2 Content Knowledge and Expertise	<p>Throughout the lesson, the teacher was asking questions to engage students in analytical and practical thinking. For the exit ticket, they had the opportunity to engage in a creative thinking cycle. The level of thinking that students engaged in during the lesson was a significant factor in the rating.</p> <ul style="list-style-type: none"> ● The teacher asked questions of individuals and engaged the whole group in multiple activities that required analytical thinking (Venn Diagram, magazine activity), and creative thinking (exit ticket) <ul style="list-style-type: none"> ○ What is something you noticed? ○ If you don't know, where can you look? ○ Why do you think this shape is important? ○ I like the way you justified that. ○ What shape did you find? ○ How did you know it was a circle, rectangle, etc.? ● The strategies in the lesson led to a natural progression of deepening understanding of the shapes and their attributes. ● She pointed out to the students that they need to know their shapes as she will need to check their understanding just as she checks their knowledge of numbers, letters, etc. 	Accomplished
2.3 Communication	<p>This rating is weighted by the systems she has in place to support student communication with each other and with the teacher through sticky notes, signals, and words. Additionally, the level of thinking that students were required to do in the lesson supports the accomplished rating.</p> <ul style="list-style-type: none"> ● Throughout the lesson the teacher reinforced practice that encouraged all students to communicate effectively including the self-assessment activity, the system to raise their pencil when finished with a task, and constant encouragement to talk to their tablemates about the activity. ● Her question was probing and evoked students to analyze and evaluate the shapes they are learning. She did provide wait time for students and used 	Accomplished

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	strategies to help them find resources from the wall and other students.	
2.4 Differentiation	<p>Some of this dimension can be difficult to differentiate between Proficient and Accomplished in this classroom. The Proactive work of the teacher to minimize disengagement was a strong factor in this rating.</p> <ul style="list-style-type: none"> The teacher was masterful in the use of kinesthetic strategies to prevent students from growing disengaged. She seamlessly addressed the learning needs of these young students by keeping them moving in meaningful ways to access the learning through the initial assessment where they stood for a minute or two, walked to their tables, walked to the chart, back to the rug. Later they moved to a spot in the room for the important shape, then back to the rug. This sounds like it could be disruptive, but on the contrary, it addressed the learning needs of the students and thereby kept them highly engaged. There were times on the rug when facial expressions were less engaged, but she soon switched things up. She recognized the needs of a student who was struggling to shade in the shapes and offered the alternative to circle them. She provided differentiation for the student who needed extra reminders and a special place to sit. 	Accomplished
2.5 Monitor and Adjust	<p>This dimension is rated as Proficient because while the teacher was asking questions and monitoring students, it wasn't clear that she was adjusting in the moment. Rather that she knows the students and planned the lesson to meet their needs.</p> <ul style="list-style-type: none"> When students were a little disengaged on the rug, she didn't visibly make an adjustment to bring them back in. As she monitored the small group activity she had something in her hand but I didn't see her tracking making notes about individual student mastery. 	Proficient

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	<ul style="list-style-type: none"> She was checking for understanding with questioning and provided some feedback, including the young man who didn't create a full pattern on his exit ticket. 	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>This teacher has implemented routines and procedures to support her students in active participation. While she was still having to provide direction, at this grade level the students were able to do a significant amount of task and supply management themselves using their various assigned roles.</p> <ul style="list-style-type: none"> The routines and procedures wouldn't be described as effortlessly implemented because the teacher had to ask several times about the materials person, and a few other job positions. However, implementation is impressive for this age. The classroom is orderly and safe and appeared to be accessible to all students. 	Proficient
3.2 Managing Student Behavior	<p>This rating is earned because of the level of consistency with monitoring behavior, the positive reinforcement that the teacher provided, and the ease with which intercepted behaviors that were not in line with the class behavior standards.</p> <ul style="list-style-type: none"> She provided specific positive reinforcement when students went right away to write their names, came back to the rug, raised the pencil for completion, and more. She addressed behavior consistently in a positive way and provided supportive measures to help the student be successful. It appeared that the students had some ownership in voice levels and expectations for their hands and 	Distinguished

	<p>feet. I wasn't sure if it was a social contract, but I felt that there was a significant amount of student ownership, which included the job responsibilities for these young students.</p> <ul style="list-style-type: none"> • The behavior management felt authentic - like this is how the classroom is conducted. The teacher's note was never judgmental or sarcastic, but pleasant, firm, supportive, respectful to students, kind, but serious about the work. 	
3.3 Classroom Culture	<p>Students were engaged in meaningful learning and worked respectfully. They are learning to collaborate and did so in a positive manner at their level. I think the opportunities to have choices in the lesson really lend to the culture of adjusting to students' interests.</p>	Accomplished