

T-TESS Observation Evidence Sheet

18+ Life Skills Class

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> • Instruction appeared to be challenging for all students. • The teacher persisted with instruction when necessary to move students to mastery. During the lesson when the students were to decide how they were feeling today, one student was not focused on his response, so the teacher went to him, pointed to his iPad, and asked him how he was feeling today. When he didn't respond, she persisted, pointed back to the iPad, moved it a little closer to him and asked again, "How are you feeling today?" The student then selected green and indicated he was happy. • The teacher provided many opportunities for students to take initiative of their own learning by bringing them to the front of the room individually to show their understanding, and by allowing them to use the technology needed to offset their disabilities. • At the end of many sections of the lesson the teacher asked students questions individually to ascertain whether students had achieved mastery. 	Proficient
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> • Content was shared accurately with students throughout the lesson, including accurate translation into Spanish and sign language. • The teacher took advantage of content to integrate learning from other areas: selecting National Police Week as a focus, then talking about why students might call the police and when they should not, as well as what the emergency number to contact the police department is; integrated weather into the lesson; integrating cooking, how to get dressed in the morning, and several others. • Students visited several different life skills activities during the lesson including those already mentioned, plus greeting one another, setting a daily goal, and counting in English, Spanish and sign. 	Proficient

Domain 2: Instruction		
Dimension	Evidence	Rating
2.3 Communication	<ul style="list-style-type: none"> As with any good Life Skills class, the teacher placed a heavy emphasis on communication. She shared the school's multiple modes of communication. (12:00) Students had the tools they needed to communicate whether they were verbal or not. Students who required an aide had one (1:1). Students who required an iPad had one and knew how to use it. If they struggled using their iPad, their TA assisted them directly. The teacher verbally communicated with the students, used the Smart Board to visually communicate each part of the lesson, and used sign language for those students who may have been hearing disabled or mute. Each section of the lesson was delivered efficiently in a step-by-step manner, using various techniques to clarify concepts. During the counting portion of the lesson, the teacher asked individual students (based on their ability) whether one number was bigger than another. "Which is bigger, 4 or 6?" (2:40) 	Proficient
2.4 Differentiation	<ul style="list-style-type: none"> The teacher used several adaptations to address individual student needs: iPad, visual, verbal, sign, Spanish. Students who were non-verbal all had an iPad they used to communicate with others in the classroom. Students were also able to sign and understand sign language. The teacher used sign language and translated parts of the lesson in Spanish as needed for bilingual students. "What do you see out there today? Sol! It's sunny!" and then shared the sign for hot, and said, "It is hot today." (27:15) Used the Smart Board effectively to assist student learning. For example, she selected a student to come to the front of the room to use the Smart Board to dress the character of her choice for the morning. Students were not generally disengaged, but during the one moment that happened the teacher immediately took notice and responded, bringing the student back to the lesson. 	Accomplished

Domain 2: Instruction		
Dimension	Evidence	Rating
2.5 Monitor and Adjust	<ul style="list-style-type: none"> The teacher regularly asked students questions to monitor instruction and adjust as needed. “Which is bigger, 4 or 6?” “OK, are y’all ready to get started with the day?” “What are the multiple modes of communication at our school?” “What day is today?” “What is the sign for Wednesday?” Nearly all students were engaged during the lesson 100% of the time. The teacher consistently monitored students for understanding, behavior, and engagement. Due to the small class size and addition of a few TAs this was not difficult. However, she made a concerted effort to interact with all students regularly and individually. Students were consistently asked to participate in the lesson and were preassigned many jobs like weatherwoman and journal questioner. 	Proficient

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<ul style="list-style-type: none"> The teacher was very efficient with the lesson and got a lot of information/learning into the 35-minute time limit. When students were asked to perform a task requiring them to get out of their seat, they all knew where to go and what to do whether it meant going to their in-class locker, up to the front to interact with the teacher and Smart Board or look out the window to see the current weather. All students also completed their task and returned immediately to their seats. Student supplies were limited, however, when students were required to manage things like their iPads, they clearly knew what to do and when to do it. The classroom was well-organized and completely accessible to all students whether they were in a wheelchair or mobile. For example, when a student in a wheelchair was asked to do a task at a pocket 	Accomplished

	<p>chart, he was able to reach everything he needed easily and successfully completed the requested task.</p>	
<p>3.2 Managing Student Behavior</p>	<ul style="list-style-type: none"> • All students were very well-behaved throughout the lesson. • As part of the lesson, the teacher reviewed the classroom rules. (20:00) • There was a section of the lesson where students self-assessed how they were feeling. All were positive and happy. • When a student would come to the front of the room to share their understanding or review steps the teacher would ask, “How do we show ____ respect when he/she is talking? Our eyes are where?” Students would respond with, “Looking at ____.” Then the teacher would ask, “And your ears are listening to what?” Students would respond with, “____’s voice.” • The teacher also incorporated a Goal of the Day: “Prepare our minds and bodies for the day by working together and using multiple modes of communication.” • The teacher provided many positive comments to reinforce good behavior and correct answers during the lesson. 	<p>Accomplished</p>
<p>3.3 Classroom Culture</p>	<ul style="list-style-type: none"> • All learning was highly relevant to students’ needs and modified to their abilities. Students were highly engaged throughout the lesson. • Students were happy as indicated by their individual self-assessments. They worked respectfully throughout the observation without disrupting each other’s learning. In fact, there were zero disruptions, making the lesson time smooth and helped with the efficiency of delivery as well. • Students and staff both exhibited a high level of respect and courtesy for one another. • The teacher encouraged respectful listening by asking students to respond to the question, “How do we show ____ respect when she (or he) is talking?” 	<p>Proficient</p>