

T-TESS Observation Evidence Sheet

Pre-K English - Core Knowledge Language Arts (CKLA)

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>The teacher monitors Ss’ success toward the learning objective during whole group and small group instruction. Most Ss demonstrate mastery of the concept through peer-peer discussion, Ss teaching in the front of the class, small group discussions. T anticipates Ss learning needs by embedding various visual and physical linguistic scaffolds to support their master of the concept. Ss are provided opportunities to lead their learning by volunteering to contribute to discussion, repeat vocabulary and copy the TPR movements. Ss are also able to lead self-directed learning (with TA support) during learning stations.</p> <ul style="list-style-type: none"> • T reviews the learning objective “purpose for listening” to listen for the words “tiny” and “large.” T explains that they will be reading <i>Goldilocks and the Three Bears</i>. Learning objective is projected on the board while teacher reviews them. • T refers to the vocabulary frequently and shows connections for it in multiple contexts (real objects, photos on the board, items from <i>Goldilocks and the Three Bears</i>). T invites Ss (popsicle stick) up to review vocabulary and TPR. Ss on the carpet repeat the words and actions. • T continues to reinforce the concept of tiny and large in small group work with the card sort • At the end of the lesson at the small group table, the teacher reviews the language (28:11 & 37:20). We learned large and tiny. Ss repeat the words and motions with the teacher. • (38:32) So what did we learn today? S says “tiny and large.” Whole class does motions for tiny and large (motions are different than those introduced at the beginning of the lesson). <ul style="list-style-type: none"> ○ Who was tiny? (39:17) Ss share out- Baby bear? ○ Who was large (39:35) Ss share out- Papa Bear 	Proficient
2.2 Content Knowledge and Expertise	<p>The teacher provides many proactive linguistic scaffolds to the Ss to ensure their success of mastering the objective to understand and use the words “tiny” and “large” in various contexts. The sequence of the lesson was deliberate to support linguistic development and support EB’s understanding of the new vocabulary. Practice understanding and using the</p>	Proficient

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	<p>words “tiny” and “large” are provided to Ss in multiple contexts (Goldilocks, indep. manipulative sorting activity, small group sort).</p> <ul style="list-style-type: none"> Teacher reviews the characters in Spanish first, then English. Teacher uses TPR strategy to help EB Ss remember the characters. Teacher previews vocabulary by reviewing the Three Little Bears vocabulary in Spanish. T uses TPR to introduce the vocabulary “tiny” and “large.” Ss mimic the teacher’s motions. T uses real examples to demonstrate tiny- Jade’s ladybug’s earrings and large- tv screen. There are photos to demonstrate tiny and large (animals). (11:11) Anchor chart has the words “tiny” and “large” written in small and big letters to help Ss identify which word says tiny and which word says large. Ariana explain how she knows. T adds to this anchor chart with visuals of the tiny bowl of porridge and the large chair from <i>Goldilocks and the Three Bears</i>. (16:46-37:37) Learning stations and small group instruction provide other opportunities for Ss to apply the learning objective to various subjects- sorting the manipulative bears, sorting the shapes, sorting the characters and items from the text (small group). 	
2.3 Communication	<p>T uses various teaching strategies to promote effective communication- visual aids, physical movement (TPR), gradual release practice of using those terms. Explanations of the terms are clear and coherent with real world examples of the meaning, as well as connections to the text that Ss were familiar with. Most of the questioning was at the apply level of questioning, however there were a few opportunities to explain their thinking.</p> <ul style="list-style-type: none"> (1:45) T reviews characters and Ss repeat after the teacher verbally and with physical movement. Sergio (selected randomly) stands in front of class and reviews the characters from the book. Ss repeat after Sergio and Julia reviews the characters. (6:05) Ss turn and talk to a neighbor about whether or not they want to be tiny or large. T monitors Ss discussions. (11:25) Which word do you think says tiny? Why? How do you know? (14:20) Teacher creates an anchor chart for tiny and large from class discussion reviewing <i>Goldilocks and the Three Bears</i> (the class read previously) 	Accomplished

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2.4 Differentiation	<p>T adapts the lesson to meet the linguistic needs of all Ss- providing opportunities to support their learning of the learning objective (understand and use the words “tiny” and “large” in discussion). Most Ss demonstrate mastery of this concept in their discussions, independent sorting activities and small group instruction. T utilizes support of the TA during work stations to monitor Ss engagement and understanding.</p> <ul style="list-style-type: none"> • T reviews vocabulary from Three Little Bears in Spanish using TPR symbols. T uses the same TPR when discussing the English vocabulary to bridge the understanding. • T uses visual aids to support bilingual students with their comprehension and output in English. When Ss struggle to share, the teacher provides additional visual and verbal cues to support their response. (8:48) Angel- A mi me gusta...<i>student points to tiny on word wall the board.</i> T- Say tiny, teacher shows TPR for tiny. • (16:57) To support engagement Ss go work at tables. Ms DeLeon (TA) supports students as they work together to sort the bears by color or complete the. Red and blue table Ss are called to work in a small group w/ direct support from the teacher to sort objects as large/medium/tiny. • (27:20) TA changes the tasks for the Ss working in independent groups at their tables. Ss reengage in their task. 	Proficient
2.5 Monitor and Adjust	<p>T frequently offers opportunities to share and engage in the discussion during whole group instruction. T uses popsicle sticks to ensure random assessment of Ss’ understanding. Little evidence that the pacing or instruction was adjusted due to Ss’ needs for extension or intervention.</p> <ul style="list-style-type: none"> • T asks questions during the warm up to monitor Ss’ understanding of the English vocabulary (characters and tiny/large) • (17:17) Ms. DeLeon (TA) is utilized to monitor Ss master on the group task while the teacher works with a small group of students. • (24:57) Ss at orange table completed the sorting activity. They begin to play with the bears. • T monitors Ss mastery of the terms as she works with Ss at the kidney table in smaller groups. (28:15) T reviews learning objective- large and tiny. Who was large in the story? Ss show/say Papa Bear. Who was tiny in our story? Ss show and say Baby Bear. 	Proficient

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>Routines are well established and efficient. Ss transition from carpet to tables and vice versa with little need for teacher support. Ss understand the process for turn and talk with their partners and complete this efficiently. Ss respond to the popsicle sticks and understand the routine for sharing during whole group discussion. Ss move through the classroom efficiently and safely- T & TA supports Ss in getting the materials during small group/ station work.</p> <ul style="list-style-type: none"> • T uses popsicle sticks to call on students randomly when reviewing characters in the book. • T uses a bell to get Ss attention. • Talking pairs are green or red to make sharing more efficient. "Green stand up" (6:49) • T uses color-coding table to help identify which groups of students she is working with. • Transitions to tables from carpet, and to small group table from group tables is quick, safe and efficient. • (37:48) At the end of group work, Ss help clean up their tables before transitioning to the carpet. T monitors and minimal support is needed. 	Accomplished
3.2 Managing Student Behavior	<p>No evidence of student behavior disrupting the learning. Ss respond appropriately to the teacher's instructions- few need any redirection. Ss are actively engaged and eager to participate in the whole group and small group discussions.</p> <ul style="list-style-type: none"> • During whole group lesson, most Ss follow behavior expectations (share when asked, stand up/sit X-legged, etc) • Teacher utilizes support from the TA to support Ss engagement and participation during the whole group learning on the carpet. • Teacher utilizes support front he TA to support Ss engagement and understanding during the table work, while the teacher is working directly with Ss in a smaller group on the sorting activity. • Ss share the materials- no evidence of student behavior interfering with the learning in the classroom. 	Accomplished

<p>3.3 Classroom Culture</p>	<p>Ss are actively engaged in the learning. Ss and T are supportive of all Ss and encourage all to participate in the discussion. Ss celebrate other Ss when they share or contribute to the learning. Most Ss discussions are on task and support the learning objective for what is developmentally appropriate. Ss share materials and work positively with one another during station work.</p> <ul style="list-style-type: none"> • (3:35) The class claps for Ss who demonstrated the vocabulary to the class. • During turn and talk, Ss talk with their partner and discussions are on task. • T affirms Ss effort and Ss take risks in their communication. Kiss your brain. You're so smart. Thank you my friend. Give her some stars. Round of applause. • Ss work in groups and share the materials. (23:43) One table struggles to share the sort items. 	<p>Accomplished</p>
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