

T-TESS Observation Evidence Sheet
Pre-K Science with ELA components

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>During the observation, several different learning objectives were addressed. In whole group instruction the Ss were focusing on identifying mammals by their characteristics. In small group instruction the students were differentiating phonemic awareness of the /m/ and /s/ sounds. During stations, the students were completing developmentally appropriate tasks. The teacher continued through the whole group lesson (mammals) despite evidence showing that many students were not demonstrating mastery. During the small group instruction, most Ss demonstrated mastery. When a few Ss struggled with the /m/ and /s/ initial sounds, she addressed their misconception and allowed them to correct the error. The Ss were provided limited opportunities for initiative in their learning.</p> <ul style="list-style-type: none"> • Review COVs- know about mammals, understand facts about mammals and how some mammals are alike and different, dictate facts about mammals through a class discussion <ul style="list-style-type: none"> ○ (15:57) T concludes the lesson despite many Ss demonstrating confusion on facts about mammals (thumbs up/thumbs down showed Ss confusion). ○ No review of the learning objective used to conclude that portion of the lesson. • Small group instruction- Recognize letter and say the sound (/m/, /s/). Ss connect the sound to the letter sound <ul style="list-style-type: none"> ○ All Ss identify their card and the correct initial sound ○ T leads the group to review (repeat after me, name objects, do they all begin with the /__/ sound? • Stations: Construction, Pretend and Learn, Math, Writer’s Corner, Sensory, Science, Fine Motor, ABC, Technology 	Developing

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2.2 Content Knowledge and Expertise	<p>The learning objectives during each of the portions of the lesson (whole group, small group and stations) are all aligned to state standards and developmentally appropriate. Each of these portions of the lesson were different and did not have an integration or continuation of the learning (stations or small group did not have any linking concepts to the lesson on mammals) from one part of the lesson to the other. During the small group learning, there was limited opportunities for Ss to demonstrate different types of thinking.</p> <p>Whole group:</p> <ul style="list-style-type: none"> • (1:30) T reviews the vocabulary: cuddle, fawn, mammals, smooth. As T introduces each one, she shows the card, provides a definition and has a TPR motion for each word • T reviews the criteria for mammals, using visual images and real world connections (ex humans have hair) • T refers to previous learning about birds hatching from an egg as a difference between birds and mammals that are born not in an egg • T connects the learning about the function of hair/fur keeping mammals warm (would your head be cold if you didn't have fur) <p>Small group:</p> <ul style="list-style-type: none"> • Ss identify the initial sound of their card and sort it with the correct initial sound /m/ or /s/. Questioning used is dichotomous and when Ss struggle, the teacher has them listen to the sound and Ss self-correct. 	Proficient
2.3 Communication	<p>Ss participate in the whole group discussion when the teacher asks questions- Ss call out the answers. Several Ss do not respond to any the questions, and sit quietly during the lesson- verbal or thumbs up/down. T provides physical, verbal and visuals to support Ss understanding during the whole group lesson. Most of the communication during all parts of the lesson are T-S, there are few opportunities for P-P discussion. Questions asked do little to amplify the discussion for deeper understanding.</p> <ul style="list-style-type: none"> • Ss share in the discussion as the teacher prompts with questions. (Hair, long, short, mom/baby, baby cat). 	Developing

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	<ul style="list-style-type: none"> • T uses screen to show visual images to support the lesson. She navigates the images with no disruption to the learning. • Questions: What do we see here? What are the puppies doing? Repeat that word. How can we tell they're mammals? What do we notice, what do they have on them? <i>T motions for fur. Ss say fur.</i> What is this? • Small group- Ss are given a card and they identify the card and share the initial sound of their card. Ss place the card with the correct letter. Does ___ begin with a /s/ or an /m/? T says word, Ss repeat. • Mostly one word answers, apply/understand level questions- they do little to amplify discussion: <ul style="list-style-type: none"> ○ Is this a mammal or not (thumbs up/down)? ○ Who lives underwater? ○ Raise your hand if you have a pet ○ Does this start with ___ or ___? ○ What sound does this make? 	
2.4 Differentiation	<p>T provides various visual and linguistic scaffolds to support understanding. Despite these scaffolds, there are a few Ss that consistently do not answer questions or participate in class discussion. Several Ss are disengaged in the whole group learning and the teacher does not seem to recognize their lack of engagement. T uses learning pairs and station rotations to promote Ss engagement during independent work- no evidence of Ss engagement interfering with their time on task.</p> <ul style="list-style-type: none"> • T uses TPR and images to support Ss responses when they struggle to understand the • Ss are in partners for their stations and maintain engagement in their activity • Ss in small group lose engagement as the card sort activity continues- T quickly redirects Ss to pay attention and listen. 	Developing

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2.5 Monitor and Adjust	<p>T asks questions during the whole group and small group instruction to maintain engagement in the task, but does not have a system to ensure she monitors learning for all Ss during whole group. T recognizes Ss that are distracted if their behavior is distracting, but misses some signs of disengagement from Ss sitting near the teacher on the carpet during the whole group learning. No evidence that the whole group or small group lessons were adjusted based on student need for extension or intervention.</p> <ul style="list-style-type: none"> • (12:49) Not all Ss responded to check for understanding- thumbs up/down that mammals have hair or fur, having feathers, laying eggs. Those that respond demonstrate some confusion on some of the characteristics <ul style="list-style-type: none"> ○ 1-2 Ss show thumb for “Mammals have fur or hair” • When Ss struggle to answer the thumbs up/down questions- T refers to photo to ask and scaffolds with additional questioning <ul style="list-style-type: none"> ○ Is this a mammal? Does this have a warm body? <i>pointing to photo of dog</i> ○ Mammals born in eggs- refers to photo of puppy ○ Birds are mammals- Ss had mixed responses.T notes that some say yes. What do birds have on their bodies- Ss- <i>fur</i>. Can a bird be a mammal? <i>Ss still have mixed responses</i>. T restates that birds are not mammals. • Ss in small group lose engagement as the card sort activity continues- T quickly redirects Ss to pay attention and listen • Kimberly places the card in the wrong group. T doesn’t correct until the group reviews the card sort. T waits for Ss to notice the error (skateboard was placed with /m/. T corrects and allows Kimberly a chance to correct the error. Same is done for Fabian with the moose card 	Developing

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>The classroom routines run efficiently. T is organized with materials and uses the tv screen to seamlessly move through the whole group lesson. Station materials are easily accessible and Ss bring the materials to their seats with minimal T support needed. Routines for whole group and stations are clear and Ss understand how to quickly and safely transition from one to the other.</p> <ul style="list-style-type: none"> • Ss sing a song at the beginning of the lesson, “We are thinking...” • (11:30) T explains the thumbs up/thumbs down for mammal or not • (16:42) T reviews expectations for stations for going to the restroom before your station, how they get questions answered (go to 2 then me). <ul style="list-style-type: none"> ○ Station groups are on the board w/ Ss’ names at each station. Ss pick up their station materials and bring them to their seat. ○ At transition (29:50) Ss look at their picture and find their station. (31:52) Ss clean up their station bins and prepare to transition to carpet with the T. T monitors Ss during transition. Minimal teacher support is needed for this transition. <ul style="list-style-type: none"> ▪ Jesus and Kimberly check that the centers were cleaned • Piano music used for station time. Bell used for announcements during station time- T reminds Ss to use the restroom • T passes out cards for card sort in small group. T leads the activity. 	Accomplished
3.2 Managing Student Behavior	<p>Ss are clear on the standards for behavior and need minimal redirection during whole group, small group or station work.</p> <ul style="list-style-type: none"> • Ss are seated at the carpet and looking and participating in the lesson. No evidence of student behavior negatively impacting the lesson. • (10:36) T clearly tells Ss the expectation to raise their hand and don’t call out, before asking the question, “Who has an animal at home?” 	Accomplished

	<ul style="list-style-type: none"> • (11:05) T calls on Fabian during the lesson. T reinforces with Ss that they need to wait their turn. Fabian answers • (16:45) Prior to going to stations, T pulls up the DoJo points for Ss although it is not referred to, and it is not used or visible during station work. 	
<p>3.3 Classroom Culture</p>	<p>Ss work respectfully in groups and during class discussion. During small groups Ss are respectful of Ss that make errors on their sorting. Ss are engaged in station work and need minimal support from the TA to maintain engagement. Ss are motivated and authentically engaged in their station work.</p> <ul style="list-style-type: none"> • Ss connect the learning of mammals to their experiences with pets at home and previous learning about birds and fish • T supports Ss in sitting down in the circle for small group instruction, TA circulates the stations. Ss are engaged in their station work and require minimal support from the TA • Ss and teacher demonstrate rapport and care for each other. T listens to Ss when they share personal connections. T is reassuring and calm. <ul style="list-style-type: none"> ○ S shares that their pet passed. ○ Ss spill a basket during center transitions. 	<p>Proficient</p>