

## T-TESS Observation Evidence Sheet

### 4th Grade Math

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> <li>● The teacher read along with the students the objectives for the day and discussed how it would apply. The teacher asked the students, “Who wants to share something that stood out about that statement?” A student responded with, “justify”. When asked what justify means, the student expanded her answer with “defend it”. Objective TEKS 4.2(g) Relating Fractions and Decimals Together.               <ul style="list-style-type: none"> <li>○ CO: I will relate decimals to fractions that name tenths and hundredths.</li> <li>○ LO: (How are students going to show that they are learning?) I will work with a peer to represent and discuss the different ways to represent decimals and fractions and justify my reasoning.</li> <li>○ LO: relate decimals to fractions that name tenths and hundredths.</li> </ul> </li> <li>● Teacher challenged students to represent their decimal/fraction pair in 2 different ways, to be creative: money, pictures, models, benchmark fractions, etc. The teacher said, “Remember, every day in here we don’t want to just give the right answer, no, we need to also do what?” “Defend it, to explain it. I want to see what’s in your head.”</li> <li>● 5:44 The students repeated the objective several times within the lesson. Students were asked to “ponder”, “How do fractions relate to decimals?” and “How does this relate to our everyday lives? Why is it important?” A student replied, “Cuz’ sometimes you could buy something, and decimals relate to money and you could turn decimals into fractions.”</li> <li>● The Quick Review activity, which was done with partners, reinforced the previously learned vocabulary including numerator, denominator, proper fraction, improper fraction, and mixed numbers. Students were given some opportunity to work in pairs. Students began a “Mini-Lesson” writing decimal to fractions and then used whiteboards and worked with partners before working individually. Additionally, students found partners by matching index cards with fractions and corresponding decimals.</li> <li>● Visuals and anchor charts with examples were used to guide the discussion. She reiterated to the students to “label” the work so they</li> </ul>	<b>Accomplished</b>

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	<p>would avoid any mistakes. Students have the opportunity to self-correct when making posters.</p> <ul style="list-style-type: none"> <li>27:00 Partners were given chart paper to make a poster for fraction, decimal, money, and model representation. Later, students displayed and explained the posters to the class. The students use the “turn and talk” strategy to assess each other and self-correct mistakes. The teacher persisted with the lesson until students demonstrated mastery of the objective. For example, there was an oral discussion of how to convert decimals and fractions. There was a written example in formulating the anchor charts, there was collaboration, writing and inquiry in which students were given an opportunity to demonstrate mastery in multiple formats.</li> <li>Teacher anticipated student mistakes by going over differences in tenths and hundredths and working multiple problems solo and with class help to model. To close the lesson students were instructed to complete an exit ticket, which was individually viewed by the teacher before proceeding to ChromeBooks for an individual reflection. The reflection posted “Discuss your favorite way to represent a decimal or fraction and explain how you were able to determine the correct way to display it.”</li> </ul>	
<p>2.2 Content Knowledge and Expertise</p>	<ul style="list-style-type: none"> <li>The teacher conveys a depth of content as she provides various examples on how to answer the question on decimals and fractions. She reviews or models the vocabulary for students as they are then given the opportunity to use white boards to respond before new learning: numerator, denominator, proper and improper fractions, mixed numbers. 12:35 Teacher prompts and reminds students “I want to see you guys doing the three most important things? Label, label, label”.</li> <li>Students were asked to share why it would be important to be able to convert fractions to decimals. Some students responded by making the connection to money and most also included money representations on the partner posters. Students had some opportunity to use multiple analytical thinking strategies when making posters after finding decimal/fraction pairs, creative thinking making posters and representing pairs in multiple ways. The students use the “turn and talk” strategy to discuss vocabulary terms.</li> <li>Teacher anticipates student mistakes by going over differences in tenths and hundredths and working multiple problems solo and with class help to model. The teacher anticipated that students might get confused by the tenth and hundredths column, so she required them to label the columns with “t” and “h” to mark the place-value. Teacher refers to prior</li> </ul>	<p><b>Accomplished</b></p>

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	<p>learning but does not connect to future learning. There was no evidence that the objective was referenced with any other disciplines.</p> <ul style="list-style-type: none"> <li>Throughout the lesson the teacher projects a powerpoint that helps guide her lesson from one activity to the next. The powerpoint include all resources need for the lesson, engages students and allows her to easily transition between tasks. She projects the powerpoint onto a whiteboard and this allows her to easily model solving problems.</li> </ul>	
2.3 Communication	<ul style="list-style-type: none"> <li>The teacher utilized the smart board with examples of fractions and decimals in which the teacher made notations on the board to emphasize certain aspects of the lesson. The teacher modeled her thinking as she labeled each concept. Additionally, anchor charts, white boards, index cards, and models provided students different modes of instruction to gain clarity. The teacher used models, number lines, labeling and money to help clarify when some students were unsure. The teacher established classroom practices that encouraged students to communicate in areas of discovery, exploration and drawing conclusions. Students were able to fail their way to success through collaborative measures that were challenging and constructive, thereby allowing the student to self-discover the solution.</li> <li>The teacher provided multiple opportunities for students to work together such as, turn-to-partner, partner work time, thumbs-up to your partner, and find your partner (index card activity). Students also responded to questions individually, called on with Lucky Duck numbers and as a whole class as well as the use of turn and talk with shoulder partners, as well as creating the posters with a partner.</li> <li>19:20 I like how Victor even labeled the 100ths place.</li> <li>10:30 Great job Layla, do you want to come write that on the board? <ul style="list-style-type: none"> <li>Layla explained how she knew that <math>\frac{2}{10}</math> is the same as <math>\frac{20}{100}</math></li> </ul> </li> <li>Teacher responds to student answers positively and prompts to correct, if necessary. Students use google classroom discussion board to answer questions: "Discuss your favorite way to rep a decimal or fraction and explain how you are able to determine the correct way to display it." Students create posters to communicate learning-decimal, fraction, 2 ways to show. 3 groups asked to share their poster and justify in front of the room. One group needs help with their incorrect ways to show, teacher calls on a student to help correct one way</li> <li>Questions focused on the objective. For example, "How do decimals relate to fractions?", "If we are in the hundredths, what would the denominator be?", "What is the numerator?", "What is a proper</li> </ul>	<b>Proficient</b>

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	<p>fraction?”. Lane answered, “A proper fraction is when the numerator is less than the denominator.”</p> <ul style="list-style-type: none"> <li>● The teacher used “kid friendly” questioning techniques especially her tone and phrasing of questions for example “Look at that again” followed up with “I love that vocabulary of using numerator and denominator that we just reviewed right now.”</li> <li>● She regularly praises positive behaviors when Students are doing independent work: “Ebani has... so she knows exactly what to do and what she needs to write it as a fraction”, “I love what Jared is doing, he’s already writing his fraction piece, so he knows exactly who he is looking for, Carley I don’t see any...”</li> <li>● Questions teacher asked were primarily at the remember, understand and apply level. The lesson moved quickly and pacing was good, but the depth of thinking may have been improved with the simple question why and a little more thinking time: <ul style="list-style-type: none"> <li>○ 6:00 How do fractions relate to decimals?</li> <li>○ What would go in the denominator?</li> <li>○ How would I add the one?</li> <li>○ 8:08 Mandy what would you like to share about how fractions relate to decimals. The student laboriously but accurately explained how to put 2.5 in a fraction form.</li> <li>○ 9:05 How does this relate to our everyday lives? Why is this important?</li> <li>○ Carter: Because you could buy something and decimals could relate to money and..fractions.</li> <li>○ Another student (Link) related pennies to ones, 10s, to dimes and a one whole to a dollar.</li> </ul> </li> </ul>	
2.4 Differentiation	<ul style="list-style-type: none"> <li>● The teacher taught with attention to in several modalities utilizing the Smart Board, Interactive board, anchor charts, individual dry erase boards. The teacher also allowed opportunity for students to show mastery by producing choosing the models to use on the charts which students were encouraged to be creative.</li> <li>● It was not evident that differentiation was provided on a regular basis for individual students. There were some instances of misunderstanding in the presentation of the charts which the teacher addressed at that time, but were not addressed previously.</li> <li>● The students completed a manual exit ticket as well as were required to have a writing component using the chrome books. Additional instruction</li> </ul>	<b>Proficient</b>

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	<p>was provided where inaccurate answers were given or when students needed more explanation.</p> <ul style="list-style-type: none"> <li>The teacher monitored student learning by walking around to all groups to check for accuracy of student work, uses check marks to indicate correct work and tracks on sheet. Teacher uses numbers, visual aide money to explain decimals/fractions. Students have various opportunities to show learning: 2 ways to show on poster after fraction/decimal partner.</li> <li>Teacher recognizes confusion by monitoring student work and prompts for self-correction: “do you have a whole number here? Check if you have a whole number, check your answer choices again because you have all this beautiful work.” The teacher would ask students to explain how they got their answer.</li> <li>The teacher asked a student, “What happened?” He replied, “I accidentally—I forgot—it wasn’t a 100s.” She replied after he corrected his work, “That’s OK. That’s why we have to double check our work.” She asked another student to check your number line and how many are you going to shade in? Students showed mastery at the end of the lesson with an exit ticket.</li> </ul>	
2.5 Monitor and Adjust	<ul style="list-style-type: none"> <li>The teacher establishes and uses effective routines, transitions and procedures, she uses a timer to help students gauge their time. 33:00 She noted that students needed more time and added a minute and a half to the poster project. When some students were still not complete she adjusted expectations. (If you don’t have at least two The teacher gave prompts as to how much time was left to complete the assignment. “If you don’t have two squares filled in...” Such as dry erase boards, questioning strategies, turn and talk, as well as ongoing monitoring of group work and conversations.</li> <li>The teacher used discreet and explicit checks for understanding through questioning and academic feedback. The teacher checked each and every student for mastery multiple times throughout the lesson and provided feedback such as a thumbs up, the index matching activity and partner work with anchor charts.</li> <li>Teacher circles back to students who had incorrect answers on white board when working alone. After white boards down, 17:00, Teacher walks through the problem again to clear misconceptions, asking questions to the whole, example, teacher: “it would have been, but we don’t have a zero in the numerator...what place value are we in?”</li> </ul>	<b>Accomplished</b>

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	<ul style="list-style-type: none"><li>• Examples that were explored in the converting fractions to decimals and vice-versa, as well as depicting fractions and decimals</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 mini review at the beginning of the lesson, numbered Lucky Duck were used randomly to call upon students. The number on each Lucky Duck corresponded with a number on each student's desk. As one student struggled for an answer, students and the teacher provided uninterrupted time and space for the student to think and arrive at the correct answer. 6:03 and 14:17 The students responded positively to the teacher's call-back phrase, "To eternity...and beyond".</li> <li>• Classroom is safe and inviting evidenced by observing the teacher and students move throughout the classroom with little to no obstruction. Students put in horizontal rows with shoulder partners to work with. The students easily moved into partner groups and transition time was efficient. When the student moved to find their partners for the the chart activity 30:00 it provided them with the opportunity to move around a bit. They had to wait very briefly in line for the teacher to quickly check their white boards to ensure both students did the work and to provide the chart paper.</li> <li>• Teacher had materials available for students to use at the desks and in pairs (white boards, markers, chart paper, exit tickets). Students were instructed to label their work and to double check answers. Students take responsibility for managing supplies. Students know where to get markers, do so quietly and put them back quickly. Same with Chromebook, know where to find and get them quickly and quietly with no disruptions. Teacher says, "go get your Chromebook" and that's all the direction students need to do so efficiently and without disruption."</li> </ul>	<b>Accomplished</b>
3.2 Managing Student Behavior	<ul style="list-style-type: none"> <li>• No student misbehavior was observed. Students were respectful of each other and the teacher. 9:01 A subtle re direction given to a student.</li> <li>• The teacher did use proximity to encourage one student to complete the exit activity when she was slow to finish. The teacher almost always called on each student by name. There was mutual respect between student to student, student to teacher and teacher to students (please and thank you, tons of voice, taking turn to speak).</li> </ul>	<b>Accomplished</b>

<p>3.3 Classroom Culture</p>	<ul style="list-style-type: none"> <li>● Students were engaged and successful in the lesson activities. Partners worked well together, sharing the responsibilities of the lesson. There was no bickering or lack of cooperation observed.</li> <li>● The students were given the Activity finding partner fraction/decimal pair and creating a poster is relevant and meaningful. Students get to write about their preferred way of representing fractions on their poster.</li> <li>● Students applaud others when they give great answers or share their work/posters. opportunity to select how they would represent the decimal or fraction on their index card. Students spontaneously clapped for students presenting. When one student needed to go to the clinic for medication to the nurse for wheezing, the teacher asked partner to walk down with him, the partner willingly jumped up to help, and another student accompanied him.</li> <li>● T created a positive rapport with the students and among students. For example, the choral responses were information and relational, i.e., reading the fraction of 2.4. Students were encouraged for their work with, "Excellent job", "I love what Jerod is doing. He's writing the decimal he will be looking for.", "good job guys.", "Thank you, ladies.", "I love how you are labeling." Students were very willing to share in front of the teacher and whole class, with responses to question during the lesson and when sharing their posters. Constructive feedback was provided among student 38:00 and by teacher again demonstrating the culture of learning.</li> </ul>	<p><b>Accomplished</b></p>
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