

**T-TESS Observation Evidence Sheet**  
**8th Grade+ Life skills Class (Cooking)**

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>The teacher ensured that all learners were supported, especially in regards to their social-emotional success. The teacher did have opportunities to push the students more, instead of giving the students the answers first. The teacher did ensure that each student was able to participate and gave their input during the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher goes around to each student to see if they would prefer spray or parchment paper for their dough.</li> <li>• "Do you want to use your left hand or right hand?"</li> <li>• Teacher goes around to students to be sure they understand this connection. (Timestamp: 12:20)</li> <li>• "Good job Arlin, thank you, now I am going to show Elina and Ash." (Timestamp: 12:20)</li> <li>• "Great job jumping in to cut with your roller." (Timestamp: 27:05)</li> <li>• "I am going to wait until everybody's ready." (Timestamp: 27:05)</li> <li>• Teacher walking around and making sure each student understands what pig in a blanket is.</li> <li>• Hand sanitizer for each student.</li> <li>• T has students help open the spray or tear off parchment paper.</li> <li>• Teacher passes out dough and says, "I haven't heard the oven beep to let us know it's ready, but visually I can see it says 375."</li> <li>• "Give me a thumbs up if you are ready for the next step."</li> </ul>	<b>Proficient</b>
2.2 Content Knowledge and Expertise	<p>The lesson was a cooking lesson to make pigs in a blanket. The teacher understood the content, as well as make a cross-curricular connection with History, by having students learn about the origins of pigs in a blanket. Students had visual steps and the teacher went</p>	<b>Proficient</b>

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	<p>student by student for each step, even though each student had a helper.</p> <ul style="list-style-type: none"> <li>• "While we are waiting, we are going to talk about the origin of pigs in a blanket."</li> <li>• The origin of them in the US was in 1957 Betty Crocker published a cookbook, thanks BC for bringing PIAB to the US.</li> <li>• Next, let's go to Germany, this one is smaller to find? They have record of pork sausage links back in WW2, so it might be older.</li> <li>• In the 1800's there was a bacon wrapped sausage in England, was a variation of the PIAB. All the way back to the 1800s in England.</li> <li>• Teacher hands out blown up globes and then pushes a map around letting the students know they are looking for 4 countries, England, the US, Germany, and Czechoslovakia, which is now the Czech Republic and Slovakia.</li> <li>• "You remember hamburger or hotdog style, this is where it comes from (prior knowledge)"</li> </ul>	
2.3 Communication	<p>The teacher's communication was personalized for each student, based on their needs. She would go student by student when giving directions, as well as when they were working on the steps. She prompted students to use various forms of communication (TOBI screen, facial expressions, voice, hands). They also used the 5 sense exercise twice for students to be able to better understand the ingredients. "Do you want to use your left hand or right hand?"</p> <ul style="list-style-type: none"> <li>• Teacher reminded students that they will be exploring the smell of the spray later.</li> <li>• "Did you move because it got into your face, I understand that."</li> <li>• "Now let's look at it or see it with our eyes, if you can, or your learning partner can describe it to you and what they are seeing."</li> <li>• "You remember hamburger or hotdog style, this is where it comes from (prior knowledge)."</li> </ul>	<b>Accomplished</b>

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	<ul style="list-style-type: none"> <li>• T has students refer back to the instruction sheet and shows how the visual in the paper looks the same as the actual can of biscuits. (Timestamp: 12:20)</li> <li>• "I like that you're looking and really comparing." (Timestamp: 12:20)</li> <li>• "Who can tell me how long we put these in the oven?"</li> </ul>	
2.4 Differentiation	<p>Throughout the whole lesson, each step was differentiated for each student. It is evident that the teacher has a very strong understanding of the needs of each student, and she tailors support based on each individual student. Although some of the differentiation was based on student choice, the teacher had many options to ensure student success.</p> <ul style="list-style-type: none"> <li>• Teacher asks Angel if he wants to preheat the oven and helps him push the buttons.</li> <li>• "I like that you're looking and really comparing." (Timestamp: 12:20)</li> <li>• Teacher goes to each student to see if they want a knife.</li> <li>• "Who wants to use the big scissors, Arlen, you want to help, come on up, I need your help, it's a team effort." (Timestamp: 33:20)</li> <li>• Teacher helps student get back to the right page on his TOBI and walks him through the steps.</li> <li>• "Great job Ash, I like that you are using your scissors to cut your dough." (Timestamp: 27:05)</li> <li>• "I like that you did something different than your friends, Ash, I am going to give you a little bit more time." (Timestamp: 27:05)</li> </ul>	<b>Accomplished</b>
2.5 Monitor and Adjust	<p>The teacher moved around the room throughout the lesson, and made adjustments for some students based on their needs. She responded to students who were vocalizing a need, as well as offered various tools that the students could use. One student disengaged from the lesson and the teacher told the student they could do the next step if and when they are ready.</p>	<b>Proficient</b>

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	<p>Students were asked to give input many times during the lesson, sharing their opinions during the five senses activity and choosing the tools they would like to use during various parts of the lesson. There were times when particular students needed more time, so the teacher would go to another student and return back to the student who needed more time. When the lesson took more time than expected due to student needs, the teacher adapted the lesson so that student learning/experiences were able to come to a closure without compromising the content of the lesson and still maintaining student engagement.</p> <ul style="list-style-type: none"> <li>• Teacher goes around to each student to see if they would prefer spray or parchment paper for their dough.</li> <li>• Teacher goes around to students to be sure they understand this connection. (Timestamp: 12:20)</li> <li>• "Good job Arlin, thank you, now I am going to show Elina and Ash." (Timestamp: 12:20)</li> <li>• Teacher reminded students that they will be exploring the smell of the spray later.</li> <li>• "Did you move because it got into your face, I understand that."</li> <li>• "Now let's look at it or see it with our eyes, if you can, or your learning partner can describe it to you and what they are seeing."</li> <li>• "You remember hamburger or hotdog style, this is where it comes from (prior knowledge)."</li> <li>• Teacher goes to each student to see if they want a knife.</li> <li>• "Great job Ash, I like that you are using your scissors to cut your dough." (Timestamp: 27:05)</li> <li>• "I am going to wait until everybody's ready." (Timestamp: 27:05)</li> <li>• Teacher helps student get back to the right page on his TOBI and walks him through the steps.</li> <li>• "I like that you did something different than your friends, Ash, I am going to give you a little bit more time." (Timestamp: 27:05)</li> <li>• Teacher goes around and gives each person a little smokey. (Timestamp: 33:20)</li> </ul>	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>The classroom was set up to meet the needs of each student, and each student had a workspace that met their needs. The classroom was safe for all students, and the teacher ensured that the materials the students were using (the compostable knives vs. real knives) were safe but also effective for students to complete the activities.</p> <ul style="list-style-type: none"> <li>• Teacher walking around and making sure each student understands what pig in a blanket is.</li> <li>• Hand sanitizer for each student.</li> <li>• T has students help open the spray or tear off parchment paper.</li> <li>• Teacher passes out dough and says, "I haven't heard the oven beep to let us know it's ready, but visually I can see it says 375."</li> <li>• "Blake, I'm going to reserve a piece for you if you want to come back, but no big deal, no big deal."</li> <li>• All students have 1:1 support.</li> </ul>	<b>Accomplished</b>
3.2 Managing Student Behavior	<p>The teacher consistently monitored student behavior, and had strong communication with students. There was positive reinforcement given to all students throughout the lesson.</p> <ul style="list-style-type: none"> <li>• "Good job Arlin, thank you, now I am going to show Elina and Ash." (Timestamp: 12:20)</li> <li>• "I like that you're looking and really comparing." (Timestamp: 12:20)</li> <li>• "Thank you Elena for putting it on the table."</li> <li>• "Great job jumping in to cut with your roller." (Timestamp: 27:05)</li> <li>• "Perfect, great job Ash, I like that you are using your scissors to cut your dough." (Timestamp: 27:05)</li> <li>• "I like that you did something different than your friends, Ash, I am going to give you a little bit more time." (Timestamp: 27:05)</li> <li>• "I love that you guys want to do that and take responsibility." (Timestamp: 26:20)</li> </ul>	<b>Accomplished</b>

	<ul style="list-style-type: none"> <li>• "I like that you used your voice, your device, and your facial expressions to tell me." (Timestamp: 44:32)</li> <li>• - "Perfect, good work kid!" (Timestamp: 33:20)</li> </ul>	
<p>3.3 Classroom Culture</p>	<p>The teacher engaged with all students individually throughout the lesson, and it was evident that she knew their personalities, likes and dislikes, and how they communicate. The learning partners worked seamlessly with the student each of them was supporting, and positive language and non-verbal communication was present throughout. This provided evidence of the collaborative work with adults prior to the lesson.</p> <ul style="list-style-type: none"> <li>• Teacher asks Angel if he wants to preheat the oven and helps him push the buttons.</li> <li>• "I like that you're looking and really comparing." (Timestamp: 12:20)</li> <li>• "I know you really loved using the adaptable scissors, so do you want to use them or use your knife?" (Timestamp: 27:05)</li> <li>• "I like that you did something different than your friends, Ash, I am going to give you a little bit more time." (Timestamp: 27:05)</li> <li>• "While we are waiting, we are going to talk about the origin of pigs in a blanket."</li> <li>• Teacher helps student get back to the right page on his TOBI and walks him through the steps.</li> <li>• T has students help open the spray or tear off parchment paper.</li> <li>• "Blake, I'm going to reserve a piece for you if you want to come back, but no big deal, no big deal."</li> <li>• "Thank you Elena for putting it on the table."</li> <li>• "I love that you guys want to do that and take responsibility." (Timestamp: 26:20)</li> </ul>	<p><b>Accomplished</b></p>