

## T-TESS Trainer Handouts

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## Training Agenda: Day 1

Time	Agenda	Materials
8:00	Welcome Icebreaker Objectives	Slide 1 Slide 2 Slide 3
8:15	TEA Introductory Video TEA Video Table Talk	Slide 4; Video #1 Slide 5; Trainer Chart Paper; Markers; Chart #1
8:30	Appraiser Expectations and Handbook Walk Research: Instructionally Focused Texas Teacher Standards T-TESS Overview/Rubric Overview Recommendations	Slides 6–7 Slide 8 Slide 9; TG pp.4–8 Slides 10–11; TG p.9 Slide 12; TG p.9
8:50	T-TESS Triangle The Rubric	Slide 13; TG p.10 Slide 14
9:00	Placemat Consensus  Effective Elements Summary	Slides 15–20 Chart Paper With Placemats (Chart #2); Markers Slide 21
9:30	T-TESS Rubric Overview and Structure	Slide 22–32; Participant HO#1 Rubric
9:40	Gradual Release Model Think Aloud (With Communication Rubric)	Slide 33 Slides 34–35; Trainer Handout #2 Participant Handout #1 (Communication Rubric)
10:00	Rubric Activity  Connections to Placemat Consensus Charts	Slides 36–39 Participant Handout #1; highlighters, pens Slide 40; Consensus Placemats Completed Earlier
10:30–10:40 Break		
10:40	Evaluation Cycle Where Do You Collect Evidence Scripting Hints and Tips Evaluation Cycle Exemplar and Nonexemplar Evidence	Slide 42 Slide 43 Slides 44–45; TG p. 11 Slide 46 Slide 47–48
10:50	Preparing for the Observation Planning for a Preconferences Preconferences	Slide 49; TG p. 12–15 Slides 50–51; TG p. 16
11:05	View Preconference Preconference Video Debrief	Slide 52; Slide 53 Video #2; TG p. 17 Slides 54–56
11:35	Planning Domain—Rubric Review	Slides 56–57; Participant Handout #1; highlighters, pens
12:00–1:00 Lunch		
1:00	Look Fors Planning Domain Preconferences Across Domains	Slides 59–60; Participant Handout #1 Slide 62; TG p. 18

1:15	Collecting Evidence Reminders View Lesson: 4 <sup>th</sup> Grade ELA/RLA Lesson Observation of Classroom Instruction Linking the Domains Categorizing Evidence Think Aloud #2	Slides 63–65 Slides 66 Video #3; Scripting pads Slide 67 Slide 68 Slides 69–76; Communication Rubric; TG p. 20
2:25–2:35 Break		
2:35	Categorizing Evidence (We do)	Slides 78–81; TG p. 19–21; Chart Paper per Table to Categorize (Chart #3 and 4); Participant Handout #1; Markers
	Plus, Delta, Star 4th Grade ELA/RLA Debrief	Slides 82–85; Chart #5; TG p. 21 Slide 86; T-TESS Rater Evidence Sheets
3:35–3:45 Stretch Break		
3:45	Evaluation Cycle and the Postconference Collecting Evidence Reminder Post Conference Talking Chips Four Key Elements of Postconference	Slide 88 Slide 89 Slides 90–92; Trainer Charts #6–7; Talking chips Slide 93; Participant Handout #2; TG p. 22
4:05	Before We Watch the Postconference View Postconference Postconference Video Reflection Evaluation Cycle Day 1 Objectives Review – Closing Reminders	Slides 94–96; TG p. 23 Slide 97 Video #4; Participant HO#2; TG p. 23 Slide 98 Slide 99 Slide 100–101
4:50 Adjourn		

## Training Agenda: Day 2

Time	Agenda	Materials
8:00	Welcome Reflection Day 2 Objectives	Slides 102–103 Slide 104
8:20	View Lesson: 4 <sup>th</sup> Grade Science Observation of Classroom Instruction	Slide 105; TG p. 24; Video #5; Scripting pads Slide 106
8:50	Dimension Assignments 4th Grade Science Lesson  High Quality Evidence Debrief T-TESS Language	Slide 107; Participant HO#1; TG pp.24–27; Chart Paper per table; Chart #8; markers Slide 108; Rater Evidence Sheets; Participant Charts Slides 109–110 Slide 111; Post-It Notes
10:00–10:10 Break		
10:10	Postconference – 4th-Grade Science Share Pair-Square/Reminder Talking Chips Collecting Evidence/Reflection	Slide 113; TG. P.28 and 40-45; Part. Handout #2; Rater Evidence Sheets; Slide 114; TG p. 28 Slide 115 Slide 116 Slides 117–118
10:50	Review the 7th Grade PE Lesson Plan View Lesson: 7th Grade PE Observation of Classroom Instruction	Slide 119; TG pp.29–30  Slides 120 Video #6; Scripting pads Slide 121
12:00 Lunch		
1:10	Evidence and Ratings Categorizing Evidence—Assigning Ratings Domain2 Share and Compare; Chart and Discuss Calibrations High Quality Evidence Categorizing Evidence—Assigning Ratings Domain3 Calibrations Stand Up, Hands Up, Pair Up	Slides 123–124 Slide 125; TG pp.32–33; <i>Chart Paper</i> ; Rubric Slides 126–127; TG pp. 32–33; Chart paper, markers Slide 128; TG pp.32–33; Evidence Sheets Slide 129 Slides 130–132; Evidence Sheets  Slides 133–134; Music
2:20–2:30 Break		
2:30	Postconference Plan Review 7th Grade PE Postconference Plan – “I Do” for Refinement Area – Think-Aloud	Slides 135; Participant HO#2 Slides 136–140; Participant HO#2; TG p. 30 (to follow along only)
3:00	7th Grade Postconference (Develop Postconference Plan)	Slide 141; TG p. 34 and 40–45; Evidence Sheets
3:25	Postconference Coaching (Triads)	Slide 142; Postconference Plans TG p. 34; Scripting Pad for the Observing Coach; Chart #9
4:25	Postconference Coaching Debrief	Slide 143
4:30	One-Word Summary Review Day 2 Objectives Day 2 Conclusion	Slide 144 Slides 145–146

## Training Agenda: Day 3

Time	Agenda	Materials
8:00	Welcome Reflection – I Used to... And Now I.... Day 3 Objectives	Slide 147 Slide 148; Post-It Notes Slide 149
8:20	Laser Lesson Analysis: 4 <sup>th</sup> Grade ELA	Slides 150–151 - Video #7; Scripting pads
9:00	Review the Algebra I Lesson Plan View Lesson: Algebra I Observation of Classroom Instruction	TG p. 35–36 Slide 152; Video #8; Scripting pads Slide 153
<b>10:20–10:30 Break</b>		
10:30	Individually: Categorize Your Ratings and Evidence (Set timers and begin the allotted hour.)	Slide 155; TG pp.37–38 and 40–45 (Sample Questions)
11:30	Algebra I Lesson Calibrations	Slide 156; Evidence Sheets
<b>11:50–1:00 Lunch</b>		
1:00	Postconference Video – Algebra I	Slide 158; Video #9; Participant HO#2; Scripting Notes
1:20	Postconference Debrief Postconference Stand and Chat	Slide 159; TG p. 39 Slide 160
1:30	Points to Ponder	Slides 161–163
1:40	Domain 4 - Rubric Review	Slides 164–166; Rubrics; Highlighters
<b>2:00 Break</b>		
2:10	Minute to Win It Challenge Campus Rubric Rollout	Slide 168; Chart paper; timer Slide 169
2:20	Domain 4 – Capturing Evidence  Goal Setting and Professional Development	Slides 170–171; TG pp.46–47  Slide 172–173; TG pp.48–51
2:40	Professional Development: Linking the Dimensions	Slide 174; TG p. 52
2:45	T-TESS Appraisal Timeline	Slide 175; TG p. 53
2:55	T-TESS Portal	Slides 176–177
3:00	Appraiser Online Training/Certification	Slides 178; TG pp.54–55
3:15	Portal Reports	Slides 179–183
3:20	Calibrations and Raters	Slide 184; TG pp.56
3:40	Closing Activity: Golf Balls	Slide 185; TG p. 57; Trainer HO#3 Golf Ball Story
3:50	Closure	Slide 186
<b>4:00 Adjourn</b>		

## Trainer Handout 2: Think-Aloud for Communication Dimension

**I want to start my highlighting with the definition of the dimension to the left of the rubric**

because I think it will help guide me in what to look for as I collect evidence. As I read it again, words that stand out most are “**communicates**,” then “**clearly**,” and **accurately**, then I would underline the word “**support**” and underline or box the words “**persistence**,” “**learning**,” and “**effort**” as these are the things the teacher’s communication should support.

**My highlighting will always begin in the “Proficient” column** as this represents “rock solid” teaching, not necessarily “rock star” but rock solid, meaning the lesson was strong and includes elements of effective teaching. Look at the columns to the left then right to see what changes.

**I’m in the “Proficient” column with first descriptor, or bullet. It reads,** “Establish classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.”

What stands out are the words “**establishes practices**” and the words “**for most students**,” then “**communicate with the teacher and peers**,” so I will highlight those.

Callout

What this means to me, so I write this as a “callout,” is that **there is evidence of two-way communication between the teacher and students, and peer to peer. Messages are sent and received.**

I want to look for evidence of **students actively communicating and interacting with the teacher and each other** throughout the lesson. Again, I want to keep in mind that “communication” is more than someone talking to someone else. I need to think that it was **being sent and received.**



My eyes wander to the columns to the left to see what changes.

In the “Accomplished” column, the first descriptor changes from most to all students, so I circle the word **all**. I also underline the words **visual tools and technology** because they were added.

In the “Distinguished” column, I underline the word **safely** and **variety of tools and methods**. This makes me realize that a stronger lesson will provide **opportunities for students to communicate with the support of technology, and visual media in addition to verbal and written communication with each other and the teacher, and it’s more student-centered.**

I’m looking in the “Developing” column at the first descriptor and underline the words **leads lessons**, circle the words **some opportunities**, and underline **dialogue**, **clarification**, and **elaboration**. **Based on what is said, the teacher is leading these activities.**

In the “Improvement Needed” column, I circle the word little meaning that there is little opportunity for dialogue, clarification, or elaboration.

The second descriptor reads, “Recognizes possible student misunderstandings and responds with an array of teaching techniques to clarify concepts.”

As I read this, words that stand out and I highlight are **recognizes misunderstandings** and **responds with array, teaching techniques,** and **clarify concepts.**

Callout

What this means to me, so I write this as a callout, is: **The teacher sees misunderstandings based on student difficulties and responds with different teaching techniques.**

This makes me think to look for evidence of the teacher’s anticipating students having difficulty and what she says and does to prepare them and clear up misunderstandings. I might also look for evidence of the teacher encouraging students to communicate with each other through exploration and inquiry to work through difficult concepts.

I notice in “Accomplished,” it changes to anticipating, so I underline that word, and to address obstacles to learning is also underlined.

In the “Distinguished” column, the teacher is strategic about using student misunderstandings to highlight misconceptions and inspire exploration and discovery. Again, it becomes student centered.

In the “Developing” column, I see that the teacher has limited ability to respond to these misunderstandings. I underline those words.

For “Improvement Needed,” the teacher is sometimes unaware or unresponsive, so I underline those words.

We are back in the “Proficient” column, where the third bullet reads: Provides explanations that are clear and uses verbal and written communication that is clear and correct.

Here I would highlight **provides explanations,** **clear,** **verbal** and **written communication,** and **clear and correct.**

Callout

What this means to me, so I write my callout, is: **Examples of verbal and written communication are evident in various aspects of instruction.** My thoughts here are that I would focus on the students in terms of the questions they are asking that might indicate a lack of understanding or any looks of confusion that may stem from a lack of clear explanation by the teacher. These verbal explanations might also include visual explanations as well in terms of modeling by the teacher.



In the “Accomplished” column, I underline the word coherent, meaning that explanations have a logical sequence. I notice that in the “distinguished” column, the descriptor remains the same.

Shifting to the “developing” column, I see that verbal and written communication is generally clear with minor errors of grammar; so, I underline the last part of the descriptor.

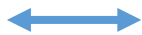
In “improvement needed” I underline inaccurate grammar, written communication that has inaccurate spelling, grammar, punctuation or structure.

**The second to last bullet in the “Proficient” column reads:** Asks remember, understand, and apply level questions that focus on the objective of the lesson and provoke discussion.

So, I will highlight **remember, understand, apply questions, focus on objective, and provoke discussion.**

Callout

What this means to me, and I’m writing this as a callout, is: **Questions are at these levels, tied to the objective, and discussion is occurring.** This makes me realize that not only do I focus on the teacher levels of questions, I also need to look for connections to the objectives and also focus on the discussion that is happening among students.



As I glance over to the left, in “Accomplished” questions are at the creative, evaluative, and analysis levels. This descriptor also includes the word, “thought,” meaning there is thinking happening as a result of the questions.

In “distinguished” the questioning levels are the same as accomplished; however, the latter part of the descriptor tells me that deeper learning and broader understanding are occurring. There is more emphasis on students in this column.

Looking to the right in “Developing,” questions are at the remember and understand levels, knowledge and comprehension, and do little to amplify discussion. I underline those words.

For “Improvement Needed,” the teacher rarely asks questions, they do not amplify discussion, and do not align to the objective.

**Back in the “Proficient” column, the last bullet reads:** Uses probing questions to clarify and elaborate learning.

I would highlight the phrase “**probing questions**” and the words **clarify** and **elaborate**.

Callout

The callout clarifies that what I would see and hear is: **Teacher and students use probing questions throughout the lesson to clarify content and processes.**





As I look to the left, I see the word “skillfully” and underline it, then extend has been added to the end of that bullet, so I underline that word. I also see that a new descriptor has been added in the “Accomplished” level to address wait time, so I underline those words. The wait time defined here is not simply pausing, but deliberate wait time that’s tied to thought and discussion.

In this “Distinguished” column, the skills come together. The next-to-the-last descriptor brings together wait time, questioning, and integration of student responses for self-directed learning. I see how this becomes student-centered.

The last descriptor, again, brings together skills, skillfully provokes and guides discussion, piques curiosity, and inspires student-led learning of meaningful and challenging content.

**I’m now going to step back for a minute and think about the bigger concepts this communication rubric measures.** These are the “Look Fors.” In reviewing the descriptors, I need to “helicopter up” to figure out which big picture items surface. These include:

**Look Fors:**

- Two-way communication: T-S and P-P (teacher to student and peer to peer)
- Anticipating misunderstandings
- Verbal and written communication
- Questioning/wait time
- Technology/visual tools

Look through your rubric to make sure you see these.

Why do I need these? As the appraiser, when I have scripted the lesson and want to categorize my evidence, rather than read through the entire rubric for each dimension, these “Look Fors” help me see, at-a-glance, what the rubric measures as a means of quickly scanning and finding the best match.

I’m going to step out of this think-aloud for a minute and ask you to reflect on the process. What did you notice?

Debrief responses.

To truly understand the rubric and its intent, we need to unpack or deconstruct the descriptors to make meaning of what is said, always linking this to best practices.

## Trainer Handout 3:

### Postconference Structure (Four Elements)

This provides the Four Key Elements to the Instructional Postconference, which is scheduled following the lesson observation. As the appraiser, I'll prepare this postconference prior to meeting with the teacher.

#### 1. Introduction

**(Greeting)** When the conference begins, I'll start with a greeting. This time it is used to make sure the teacher feels at ease.

**(Review Conference Process)** Next, I'll review the conference format with the teacher. Because I would have introduced this structure to the entire campus early in the year, this is a broad review of the process to basically share that we will be reflecting on the lesson and discussing areas of reinforcement, refinement, and ultimately sharing ratings.

**(General Impression Question)** To get the teacher to begin self-reflecting, I'll ask something like, "So how do you think the lesson went?" or, "What is your overall impression of the lesson?"

**(Click on slide.)** Please circle this box on your handout to indicate to you that there may be a coaching loop that occurs here. This means that I may ask a follow-up question or two to take the reflection and conversation deeper.

#### 2. Reinforcement

Now, I'm transitioning to the Reinforcement Area, or the strength of the lesson. It is called "reinforcement" because we are affirming or reinforcing what went well.

**(Reinforcement Area/Dimension)** The first box indicates that I have selected the Reinforcement Area or one dimension that was an evident strength in this lesson based on the evidence collected and the rubric. As the postconference leader, I'm leading the conversation as a way for the teacher to reflect on specific behaviors during the lesson that made this an area of strength. Notice that this box is shaded a different color. This is a reminder that I am identifying the area but not telling the teacher which one has been selected.

**(Self-Analysis and Follow-Up Questions)** I am using the next box, the "Self-Analysis Questions," as a lead-in to jump-start the conversation and reflection for this strength. The initial and follow-up questions posed are specifically tied to the dimension and the descriptors, or behaviors, within that dimension that were strong. For example, if the dimension selected were communication and questioning were a strength, I might ask something like, "When asking questions during the lesson, how do you scaffold the questions so that they become

progressively complex?” The teacher will respond to the question to begin [click on slide] this next coaching loop around the refinement area. There will be follow-up questions to take the reflection deeper. Please circle this second box to remind you that there is a coaching loop that occurs here.

**(Share Evidence for Reinforcement)** The last box shows that I will then provide specific, high-quality evidence that supports the strengths of this chosen reinforcement dimension.

### 3. Refinement

Moving to the next element, I will transition the conversation to the area of refinement.

**Refinement Area/Dimension:** Again, based on the evidence and the rubric, I’ve selected an area for growth, what we refer to as the “refinement area.” The dimension is selected based on an area that will have the greatest impact on future practices. Note that the box is also a different color to indicate that I’m not sharing the area with the teacher.

**Self-Analysis Questions and Follow-up:** To begin self-reflection, I am using a lead-in self-analysis question tied to the area of reinforcement. We will begin the coaching loop to reflect on what happened in this lesson and why it’s an area of growth. [click] Please circle this box to remind yourself that there is a coaching loop that happens here as well. This is a critical point in the postconference because self-reflection is what guides changes in practice, specifically when teachers are thoughtful about how to enhance this practice.

**Share Evidence for Refinement:** It is important that when selecting the area of refinement, specific, quality evidence with examples from the lesson is provided to support this dimension being refined.

**Share Recommendations:** The last segment in this refinement area, unlike the reinforcement area, is to provide recommendations for improvement. The savvy conference leader will use some of the teacher’s self-reflection as a means of linking teacher recommendations with those of the appraiser. Teachers should leave the conference with specific actions for applying the recommendations in future lessons. This may happen with the conference leader asking a question such as, “Given the recommendations we discussed, in what ways will you apply these to future lessons?”

### 4. Review Ratings

The last element is to share the lesson ratings with the teacher. This is a general explanation of the postconference structure. We will see a video of the 4th-grade ELA teacher in a postconference meeting with her appraiser in a few minutes to clarify what we just discussed.

## Trainer Handout 4:

### 4th Grade ELA/RLA: Compound and Complex Sentences

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> <li>• The T began the lesson (0:15) by identifying the content and language objectives: CO: I will understand the components of compound and complex sentences. LO: I will write a summary using compound and complex sentences.</li> <li>• The lesson began with the Invitation to Note (Warm Up). Students were provided with two sentences and expected to identify the differences in structure (when the sentences communicated the same message: waking up cranky because the dog barked all night). The teacher connected prior learning of compound sentences to this task and noted that complex sentences would be new learning.</li> <li>• During the group work (we do; 11:05), clear expectations were provided for students to write one compound and one complex sentence. Eight groups were organized with two or three students in each. Seven minutes was allocated for students to complete the task, and an additional 2 minutes were added.</li> <li>• All segments of the lesson were tied to student expectations for writing and understanding the construct of compound and complex sentences.</li> <li>• During the independent practice (27:35), T shared that they had been studying fictional summaries. Students were expected to write 4-point fictional summaries to include a character, setting, problem, and solution. An anchor chart with the four-quadrant format and space for the written summary was displayed. Students used their current reading selection (Crisis on the Mountain), which was highlighted and notated to complete the task. “You have your passage, Crisis on the Mountain. You’re going to write your fictional summary. In your summary, you must have and label at least one compound and one complex sentence.” The lesson objective was reiterated before students were dismissed.</li> <li>• The Exit Ticket (34:00) required students to explain compound and complex sentences. Students were expected to use their</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>devices and (learning management system) to post these independently. Students then returned to their independent practice.</p>	
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> <li>The teacher had clear knowledge about compound and complex sentences as evidenced through the minilesson, the use of academic language, and the language in the ELA Composition TEKS. Related concepts (3:38) were also incorporated and referenced as prior learning: use of conjunctions, subject/predicate, run-on sentences, complete sentences, and verbs. Anchor charts around the room specifically addressed complete sentences, subject/verb agreement, verbs, and fictional summaries. Students referenced these at various times.</li> <li>T statements that support the above reference include, “If we put two complete sentences together without a comma, it’s a run-on sentence.” “A complex sentence is made up of a simple sentence and a dependent clause (T explained dependent clause as “can’t stand alone”).” (6:43)</li> <li>The T models how to write and label both the compound and complex sentences; for the latter, they show options for including the dependent clause at the beginning or end. The T also models how to label the sentences and circle the dependent clause, which students are expected to do as well.</li> </ul>	<b>Proficient</b>
2.3 Communication	<ul style="list-style-type: none"> <li>Students worked in pairs or triads to create their compound and complex sentences. Peer-to-peer discussions about how to construct these were student-centered, though two of the eight groups required further prompting to complete the task. Clarifying talks were also noted, e.g., “Turn and tell your partner what you’re going to do” (28:55).</li> <li>During the Invitation to Notice (warm up), teacher–student dialogue included teacher questions about what they noticed, and students openly responded to their analysis of the questions.</li> <li>In several instances, students openly asked for clarifications (e.g., “Why would you put a comma?” “So, you’re basically saying if we write a compound sentence we are going to use a coordinating. If</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>we write a complex, we're going to use a subordinating?" T: "Exactly. Exactly. You're right on track, Bryson."</p> <ul style="list-style-type: none"> <li>• At the beginning of the independent practice, the teacher asked students to "turn and tell your partner what you're going to do" after her instructions were shared. Students completed their exit tickets online, where the teacher provided verbal feedback and assessed misunderstandings.</li> <li>• The T used an anchor chart to initially clarify the rules and sentence structure for compound and complex sentences. The chart was referred to three times during the lesson to clarify and connect student misunderstandings and emphasize when commas and conjunctions/subordinating conjunctions are used.</li> <li>• The lesson shifted from the initial minilesson to having students write two sentences, compound and complex. Two of the eight groups required subsequent support to generate their sentences.</li> <li>• The T circulated between groups to assess when students were confused and intervened by reconnecting to the anchor charts, asking probing questions, and cueing students through sentence stems. Most groups completed their work without clarifications.</li> <li>• The T began the lesson with a clear connection to the content and language objectives. Two anchor charts were used to verbally communicate information about the lesson. A T-chart with FANBOYS (compound) and AAWWUBBIS (complex) sentence acronyms was presented. A second anchor chart with definitions of compound and complex sentences was used as a springboard for the minilesson and to reinforce learning later in the lesson regarding the use of the coordinating and subordinating conjunctions, commas, simple sentences, dependent clauses, run-on sentences, subject/predicate labeling, and so on.</li> <li>• The electronic board and anchor chart provided visual representations for the T's minilesson and to model how students were expected to complete their tasks. Uses for commas and conjunctions were emphasized several times throughout the lesson and were tied to sentences, dependent clauses, and subject/predicate structures. This information therefore included clear explanations for students to understand how to construct</li> </ul>	

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>their compound and complex sentences with the group work and independent practice.</p> <ul style="list-style-type: none"> <li>• Prior anchor charts that hung in the classroom were also addressed.</li> <li>• At least four times during the lesson, the word “formula” was used to refer to both the need for a comma and sentence structure. It was important to emphasize the use of “rules” and “sentence structure” as specific and correct use of academic language expectations.</li> <li>• Questions were focused primarily on remember and understand levels. Examples include, “Are the sentences saying the same thing?” “What do you notice?” “How do you know that?” “Am I going to need a comma in that sentence?” Several questions were dichotomous, requiring yes/no responses.</li> </ul>	
2.4 Differentiation	<ul style="list-style-type: none"> <li>• The T was aware of when students were confused (33:04) and, with one student, disengaged. She promptly provided these students with targeted instruction and support. T was familiar with individual students’ learning needs as evidenced by how students were addressed.</li> <li>• Individual student and group support were provided when students struggled (14:15). Prompting questions, minireteaching, connections to the anchor charts, and other direct supports were present.</li> <li>• During the independent practice, two students struggled to write their four-point fictional summary. The teacher provided direct, individualized support through prompting and connecting to prior learning.</li> </ul>	<b>Proficient</b>
2.5 Monitor and Adjust	<ul style="list-style-type: none"> <li>• The T asked questions and encouraged students to explain their thinking as a means of assessing when and where they needed support. She circulated from group to group and stopped to monitor and interject when she saw that expectations for responses were not met.</li> <li>• When the fictional summary was assigned (independent practice; (29:24), the T noticed confusion. The group was called back with “Holy-Moly, Guacamole,” and Blake was</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>asked to clarify the task. The T summarized the task again prior to dismissing the students.</p> <ul style="list-style-type: none"> <li>• While the fictional summary was assigned to further emphasize summarization, some students struggled to independently complete their 4-point fictional summaries and include one compound and one complex sentence.</li> <li>• Strategies to monitor student learning were evident through multiple teacher practices, including consistent circulations around the room/laps, reviewing student work, student input and feedback, questioning, clipboard data collection (39:30), and exit tickets.</li> </ul>	



Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<ul style="list-style-type: none"> <li>• Transitions were seamless with no loss of instructional time. During the group work, students divided their work (sometimes taking one type of sentence each) and completed the tasks with limited T supervision in the allotted time.</li> <li>• The T used 'Siri' to automatically set time parameters three times during the lesson and adjust these times, as necessary.</li> <li>• Students had materials readily available, or they knew where to get them (e.g., markers), including their 4-point fictional summary page, the reading passage, and computer device.</li> <li>• T transitions on the electronic board were seamless and allowed for T to work through assignments for each segment of the lesson: invitation to notice (warm up), group work, independent practice, and exit tickets.</li> <li>• Anchor charts with connected content were displayed in the room and reflected an environment with rich ELA/RLA content. On several occasions, students turned and referenced these charts.</li> </ul>	<b>Accomplished</b>
3.2 Managing Student Behavior	<ul style="list-style-type: none"> <li>• Both validations ("You've got this") and expectations were noted, including, "This group is labeling their sentence parts" (19:25) to cue other students to do the same.</li> <li>• Quick snaps were used to refocus students on four occasions (15:20, 15:37, 23:32, 39:05), and "Holy-Moly-Guacamole" was used to conduct a whole group reset two times.</li> <li>• One student in the back was redirected three times. The T stated, "We need to help our group, because they are working hard. Look at me. Stand up and get over here." The tone was firm and supportive. His level of engagement varied.</li> </ul>	<b>Proficient</b>

<p>3.3 Classroom Culture</p>	<ul style="list-style-type: none"> <li>• Students were consistently engaged and collaborative during the lesson and appeared comfortable in asking for assistance or confirming what they knew with the T.</li> <li>• Student talk was present when students were working together, and it was evident that this is a cultural norm. Both teacher–student and student–student interactions reflected respectful dialogue.</li> <li>• The T’s language reflected a firm, credible voice when necessary and open/supportive discourse.</li> </ul>	<p><b>Accomplished</b></p>
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## Trainer Handout 5: 4th Grade Science – Independent, Dependent, and Constant Variables

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>The learning objective for this lesson was for students to be able to identify the different types of variables (independent, dependent, and constant) for a scientific investigation. The teachers moved through the lesson with little to no evidence of student mastery. The students depend on the teachers to help identify variables. The teachers often provided students with responses with little to no explanations.</p> <ul style="list-style-type: none"> <li>● (00:20) T 1 (peach sweater) introduced the learning objective and the new “I will” for the day. <ul style="list-style-type: none"> <li>○ We will use scientific practices during laboratory and outdoor investigations.</li> <li>○ I will define the terms and identify the different types of variables (independent, dependent, and constant variables) for a scientific investigation.</li> </ul> </li> <li>● (1:42) T 2 (white sweater) started going through slide presentation, and students were listening. A handout that matched the slide presentation was distributed to students. T said, “We are going to go over the experiment that was on this paper, so it’s going to directly link to what we are talking about up here.” No hands-on opportunities, demonstration, or videos were offered to help students visualize the experiment.</li> <li>● (2:25) T 2 introduced experiment: “This was Joe. Joe has designed an experiment to test which type of spoon would be the best conductor of heat.”</li> <li>● (20:55) T 2 explained that now students will work together to identify the variables in their science fair project. Students were expected to apply their learning.</li> <li>● (25:06) T 1 was helping a group and provided the answers instead of facilitating student thinking. “So you could say the electrodes, you could say the wires, you could say the light . . . and you could say our lab notebook.”</li> <li>● (34:25) Students showed fingers to self-reflect on their learning for the day. A student was still not clear on how he felt. Other students did not accurately self-reflect and indicated they were 3s or 4s, even though they struggled through the lesson. One student showed a one and the teachers question why he was at one. T 2 said “One? Do you have a question?” Student said, “No I just don’t</li> </ul>	<b>Improvement Needed</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>think I could pass a test.” T 1 said, “Well, good thing we don’t have to take a test on it.” This response implied that the content was not important and did not communicate to the students that the teachers will follow up to help clarify any misunderstandings.</p>	
2.2 Content Knowledge and Expertise	<p>A [slide show] was used to explain and define variables. Teachers overall did not anticipate student misunderstandings and struggled to assist students in developing comprehension. They used an experiment example that was unfamiliar to students and expected all students to understand the purpose of the experiment and then recognize the variables. Verbal discussion of the experiment was abstract for students, and they struggled to understand the overall purpose of the experiment. Most groups were unable to complete tasks without teacher support.</p> <ul style="list-style-type: none"> <li>• (1:13) As T 1 shared the learning objective for the day, she explained that all of these variables could be found in their science fair experiments. T said, “Once we know what they are, we are going to find them in our scientific investigation, in our science fair projects, so that way when we do our board we can have those on there.” This lesson on variables would better support students if it were provided before students started their science fair projects to ensure students set up their projects correctly. This lesson seemed out of sequence because students have already started their science fair experiments.</li> <li>• (10:12) T 1 was working with a group of students as they began to identify the constant variables. “So look at our experiment, we have three different ones. What was not going to change from experiment to experiment?” The teacher was unaware of the possible student misunderstandings due to her inconsistent use of academic vocabulary. The students were only conducting one experiment and testing three different spoons.</li> <li>• (11:58) T 2 was working with a group to identify constant variables. Student asked, “Do we write down all of these?” and the T responded, “All the things that stay the same. So, you are going to put your butter, your red bead, your metal pot, your timer, and your water because they stay the same throughout the entire thing.” There was a misconception between materials and</li> </ul>	<b>Improvement Needed</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>variables. The teacher inaccurately identified the timer as a constant variable. The timer was part of the materials used throughout the experiment; however, the elapsed time was what the experiment was measuring. Time was not a constant variable in this experiment.</p> <ul style="list-style-type: none"> <li>• (16:36) T 1 introduced looking for dependent variables. The explanation lacked clarity because the teacher previously used the word change to explain independent variables and used it again to explain dependent variables. T said, "So, lastly, we are going to identify the dependent variable. So, it says, remember our dependent variable is the results or the effect. What are we measuring? What are we looking for to happen?" "Two minutes to find the dependent variable, our results, what we are changing."</li> <li>• (17:08) T 2 said, "And ya'll remember with the dependent variable it does not have to be one word. It's the answer to your question." The explanation was unclear, and no examples from previous experiments were provided.</li> </ul>	
2.3 Communication	<p>The lesson was primarily teacher led and provided several opportunities for students to work in groups. Four groups of three to four students were setup for the lesson. Teachers recognized that students were confused but asked limited questions to help students master the objective. They asked basic questions that led students to the correct answer. They did not ask students to explain their thinking.</p> <ul style="list-style-type: none"> <li>• (12:10) T 2 assisted students who were struggling to write down constant variables. "Does your butter stay the same? Does your red bead stay the same? Do your spoons stay the same?" Student incorrectly answered the question about the spoons and the teacher re-asked the question, and the student said "no." The teacher and student did do any further explaining or questioning.</li> <li>• (31:12) T 1 was helping a group identify their constant variables. A student suggested the scissors. The teacher told students to leave the scissors off and add the wires. The teacher did not help students understand why the scissors should be left off.</li> </ul>	<b>Developing</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
2.4 Differentiation	<p>Students worked in groups, but only one student was writing down the answers. Some students were disengaged during the lesson, which led to off-topic conversations. Science experiments were not differentiated based on student interest. One student complained about other groups' having cool experiments.</p> <ul style="list-style-type: none"> <li>• (3:00) Teachers used a slide presentation to direct teaching the content for the day. One student answered most questions, and there was limited verbal participation from other students in the class.</li> <li>• (24:08) T was helping a student understand independent variables. Student was confused because he hadn't done the experiment. T pressed on that he could still identify the variable even though he hadn't done the experiment. T did not explain to student how that can be done. T proceeded to give student answer.</li> </ul>	<b>Improvement Needed</b>
2.5 Monitor and Adjust	<p>Throughout the lesson, the teachers moved from one activity to the other and did not adjust the lesson based on the number of students struggling to complete the task. T 1 did not make an attempt to engage a student who was disengaged and started talking about other things.</p> <ul style="list-style-type: none"> <li>• (10:12) Both teachers walked around to monitor students as they worked in groups to complete the first task.</li> <li>• (13:47) T 1 asked students for a thumbs up if they were good with constant variables then waited until all students had their thumbs up before moving on. T 1 did not ask any probing questions or offer any additional explanation for students who did not initially have their thumbs up.</li> <li>• (30:12) T 1 was telling a student what to write on her paper. Another student in the group became disengaged and asked about the class schedule and then began to talk to a student in another group.</li> <li>• (31:25) Student asked why other groups have cool experiments. T told student theirs was cool and moved to the next group.</li> </ul>	<b>Improvement Needed</b>

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>Teachers effectively used callbacks to get students' attention. The classroom was organized and provided opportunities for students to easily collaborate with their group. During the lesson, the teachers set timers to stay on track with time.</p> <ul style="list-style-type: none"> <li>• (13:09) Scooby Dooby Doo callback</li> <li>• (15:17) T set 1-minute timer. Students discussed the independent variable in the experiment.</li> <li>• (19:12) Clapping callback</li> <li>• (31:58) T 1 used a clapping callback to gain students' attention. It took only 2 seconds to gain their attention.</li> </ul>	<b>Developing</b>
3.2 Managing Student Behavior	<p>Most students understood the behavior expectations. There was no disruption to the whole-group learning despite some students' not being actively engaged in the task at hand. Teachers reinforced behavior expectations throughout the lesson.</p> <ul style="list-style-type: none"> <li>• (5:00) Students were in their seats and facing the front of the classroom as they listened to the teachers.</li> <li>• (10:35) T noticed a student with no pencil and provided him with a pencil. The teacher did not address the behavior expectation: all students should be writing on their paper.</li> <li>• (30:52) Male student was talking to a student from another table. T 1 said "Uh. Uh. We are not talking to him."</li> </ul>	<b>Proficient</b>
3.3 Classroom Culture	<p>During the lesson, the students were respectful to the teachers and their peers. There were instances when the teachers did not actively address student concerns or feedback. Student engagement decreased as the lesson progressed.</p> <ul style="list-style-type: none"> <li>• (26:30) Two students (back right) appeared to be disengaged and having a tug of war with the pencil. The male student continued to play with his pencil and struggled to stay engaged until the teacher came to assist.</li> <li>• (27:40) Three students in the front of the class became disengaged when T 1 walked away to help another group, one student playing with water bottle, one student looking around, one student playing with pencil.</li> </ul>	<b>Developing</b>

Domain 3: Learning Environment		
Dimension	Evidence	Rating
	<ul style="list-style-type: none"> <li>• (30:00 T 1 was working with a group of students to help complete the task and a student asks, "Are we going to stay here for the whole class?" The student was not engaged in the task and was thinking about the rest of the day.</li> <li>• (31:25) Student asked, "Why does everybody else have a good, like, good experiments?" T 1 replied, "Ours was a good experiment" and walked off to check on another group. The student's feedback was not addressed, and he was not engaged in the learning because it was not interesting to him or meaningful.</li> </ul>	



## Trainer Handout 6: 7th Grade PE Lesson Evidence and Scores

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>PE teacher introduced the skills they would be working on during the lesson and set expectations by providing examples of those skills prior to students’ starting on their task. Students were given an opportunity to develop, execute, and adjust their plan. The T struck a balance between the objectives and the activity. Some of the class seemed more focused on the activity than on the objectives. The T did refer back to the objectives several times.</p> <ul style="list-style-type: none"> <li>● (00:20) The T introduced today’s objective. “The objective today is for you to work in a group setting. You will create a plan of action to complete a given task . . . with certain skills we are going to talk about in a second.” (Objective reflected a description of what they would do, and not an objective of learning.)</li> <li>● 1:45- ) T set expectations for communication and focused students on three items he would be looking for during today’s task: eye contact, active listener, and positive language.</li> <li>● (5:16- ) “Today when we get into our groups, we are going to practice 1) active listening, 2) making eye contact with one another and 3) positive language.”</li> <li>● (6:55- ) Teacher set expectation for cooperation and group work.</li> <li>● (9:15) “In this activity your objective is, as a group, create a plan that is going to get your entire group, plus every piece of equipment that is sitting right across to the other side of the gym, floor without your physical body touching the gym floor. Any questions about that?”</li> <li>● (30:25- ) T created new groups. “What I want you to do is share out what worked well for your group, one thing.” “When you are sharing out, please keep in mind what our objective was, using cooperative and</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	communicative skills to achieve and create a goal and plan to get across the other side of the gym.”	
2.2 Content Knowledge and Expertise	<p>T engaged students in a discussion about teamwork and helped students make real-world connections. T pointed out possible things to consider as groups made their plans to go across gym. T anticipated some common mistakes and asked prompting questions. Most of the time, T asked Ss to consider a particular question, and then let them talk it out; other times T gave them a suggestion and ideas himself (which the appraiser in the room pointed out to the teacher about halfway through the lesson) No evidence of teacher integrating learning objectives with other disciplines, but he did ask them to relate to their real lives. Possibly a missed opportunity to integrate with ELAR classes when they did the writing activity.</p> <ul style="list-style-type: none"> <li>● (5:15) Teacher gave an example of a group working to create a paper plane that flies the farthest in the class. Asked student for his idea and modeled active listening. <ul style="list-style-type: none"> <li>○ “What was I doing as Chase was speaking?” David said, “You were listening.” T asked, “How could you tell?” David said, “You made eye contact.” T asked, “What else did I do? Briana said, “You were cooperating with what he was saying.” T asked, “How did I cooperate?” Briana said, “You said, OK, let’s try it.” “What else did you see me do, as he finished speaking?” S repeated that T said he liked it. T said, “Yes, I used positive language.”</li> <li>○ “But what else did I do? Did anyone catch that?” Students didn’t answer. T answered, “I summarized what he said.” Previously this was not mentioned as part of active listening. (6:24)</li> </ul> </li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<ul style="list-style-type: none"> <li>• T asked prompting questions like, “How will that work?” and, “Well, what about the rest of your team, how will they get across?”</li> <li>• “You guys have the right idea. Are you being very successful right now with five people on there?” S shake their heads, no. “What else could you do? Talk to each other.”</li> <li>• One S said to group, “That wouldn’t work.” T asked, “Why wouldn’t it work? Tell your group.” “You don’t have to tell me, tell your group. What was not working?”</li> </ul>	
2.3 Communication	<p>T uses clear communication and checks for student understanding. The level of questioning is at the recall level most of the time. Students read off the chart about the three components of communication, even though T asked students to think about it and come up with their own ideas. Discussion of #1 on the list, Active Listening, blended into #2 on the list, Eye Contact. Teacher defined “active listening” in part as making eye contact, so it was hard to discern what the difference is between #1 and #2. Also, because all of the answers already were on the chart, many students appeared to be reading off the chart. During the activity most students successfully worked together to complete the task.</p> <ul style="list-style-type: none"> <li>• “Anybody have any ideas? Anybody whose hand that works?” Briana said “Sharing.” Des said, “Communication.” T said, “Communication, I like that word.” Nicholas said, “Teamwork.” T said, “Yes, we are talking about being on a team. What went into teamwork?” Jasmine said, “Cooperation.” T said, “Cooperation, yes. Those were the two words I was looking for.” T flipped over chart to a prewritten page on communication. Chart listed three things. (1:45) Chart listed: 1) active listening, 2) eye contact, and 3) positive feedback.</li> <li>• Shanti repeated activity directions correctly. T said, “That’s right.” T also repeated directions again and demonstrated what it means to have the body physically touching the floor vs. not. T stepped on a base. “Is my physical body touching?” T stepped directly on the floor, “How about now?” Ss seemed</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>to understand this. Chase asked if the base counts as “equipment.” Alexis asked a question. T answered, “Yes, every object has to make it across the gym floor.”</p> <ul style="list-style-type: none"> <li>• Another S asked, “All at once?” T said, “No, not at once; let your imaginations run wild.”</li> <li>• (12:50) Teacher provided students with 3 minutes to discuss a plan before starting.</li> <li>• (28:45) Students shared strategies for getting across the gym. Only one group shared out loud. Then teacher regrouped students (one representative from each group in the new groups) to share out one thing that went well in their groups. Thirty seconds seemed rushed for the students.</li> </ul>	
2.4 Differentiation	<p>T encouraged all students to participate and worked well with the teaching assistants and interpreter in the classroom. T monitored student participation and addressed when S wandered off task. Students worked in small groups to accomplish a task.</p> <ul style="list-style-type: none"> <li>• (3:00) Translator was available to help support students with hearing impairments.</li> <li>• “Tamea, please repeat those directions. Please repeat after you turn around. Turn around. Thank you.” Did T call on her because she was off task? Tamea repeated the color-coded directions. T said, “You got that down, but please repeat the directions for the activity.” Tamea couldn’t do this. So T said, “Please listen to your friend Shanti as she repeats the directions.”</li> <li>• T went to another group. “Oh, looky, looky!” T reached out to Isiah and asked the interpreter to help. “You got me?” Then he asked, “Isiah, what would be another way that you could do the same thing you are doing now, without having to pick the base up every time?” T asked S to think about it.</li> <li>• T redirected, “Chase, go ahead and step off and just listen for a minute.” “Mikayla, Daniel, just listen.” T gave more specific directions. “You have 3 minutes. Spend 3 minutes discussing, using good communication</li> </ul>	<b>Accomplished</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>and cooperation skills like we talked about to create a plan.</p> <ul style="list-style-type: none"> <li>● First person. If you are the heart, stand up. Shanti, join your group. Daniel, who is sharing? You are, then Chase should be sitting.</li> <li>● Teacher provided differentiation for the groups who completed the task early. He removed a piece of equipment and challenged them to get back to the other side.</li> <li>● The teacher struggled to differentiate for the groups that were struggling.</li> </ul>	
2.5 Monitor and Adjust	<p>T kept pace moving throughout the lesson. T intervenes when some groups get stuck. The round robin and round table activities appeared rushed and students struggled with the “just say where” direction, instead wanting to explain things in more detail rather than “hit it and get it.” Teacher adjusted for the group that finished early and gave them another task to do.</p> <ul style="list-style-type: none"> <li>● T reminded S that everyone brings their own ideas and that they just have to write one idea, not a paragraph. “So just write, is ‘in class.’ You don’t need to write too much or write why; just tell me where you would use it in real life. Hit it and get it.”</li> <li>● The plan that you create may not work, and that’s OK. But I want to give you 3 minutes to just think. T tied back to objectives around communication and cooperation. (12:53) T set timer and redirected S to just work out plan and talk. T asked some Ss, “What is your idea; what do you think will work?”</li> <li>● Group 3 finished early, with 3 min to go. T encouraged all other groups, “You still have 3 minutes to get this done!” Then T went back to Group 3 and said, “I am taking one scooter. Figure it out, and try to get back across.”</li> </ul>	<b>Proficient</b>

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>Teacher organized class procedures in general. T also had specific organization around groupings, using cards, color coding, symbols, and so on. Students were able to manage their own groups and equipment used in the activity. Teacher gave clear directions to monitor S movement throughout the lesson. The teacher’s procedures for transitioning students were well thought out and efficient. Some concerns with student safety arose during the lesson.</p> <ul style="list-style-type: none"> <li>• (8:25) The teacher used shapes (heart, diamond, spades, clubs) and color-coded equipment (red scooters, orange scooters, purple scooters, blue scooters) to transition students efficiently into teams.</li> <li>• (11:50) When the teacher released Ss from the bleachers he said, “Ready, set, go,” which misled students into thinking that running was necessary. Teacher reminded students to walk.</li> <li>• (29:45) So when I say go, you are going to meet and talk about what worked for you in your group. If you have an ace (remember your cards), you will meet under the backboard. If you have a two, come over to the white backboard, and so on.”</li> </ul>	<b>Proficient</b>
3.2 Managing Student Behavior	<p>T consistently modeled what behavior should look like and gave examples. T also praised Ss frequently for positive behavior, following directions, and so on. Throughout the lesson the teacher communicated his expectations for the activity and held students accountable.</p> <ul style="list-style-type: none"> <li>• (8:15) T had students repeat the words they were going to work on. Not all students engaged. He asked them to repeat them three times.</li> <li>• (9:40) Teacher recognized a student was not facing the front of the class, and he asked her to turn around and explain the instructions. When she was unable to answer, he had a friend help her.</li> <li>• (31:49) T modeled what it should look like. “We are all going to sit down. When it is your turn to share, you will stand up to share your idea. When you are</li> </ul>	<b>Proficient</b>

	<p>finished, you can sit down. People who are sitting, use your active listening skills. You can give them eye contact, you can repeat back what they said, and you can give them praise. Any questions about the task?"</p> <ul style="list-style-type: none"> <li>● I really like how the orange group is all sitting around in a circle around their paper.</li> <li>● T praised Ss. "Guys, I am loving the conversations that you have going on right now. You guys are talking, working it out. This doesn't work, let's try that. You guys are giving each other feedback; you're asking questions. Keep it up. "</li> <li>● "Everybody go ahead and stop and relax." Ss begin to settle down. T clapped in patterns of three until Ss clapped back. T kept going until all Ss clapped back. Class settled.</li> </ul>	
<p>3.3 Classroom Culture</p>	<p>Students worked together consistently throughout the class. Students listened to each other and commented on each other's ideas. Students responded to directions from the teacher. Students were willing to try each other's ideas to accomplish the task. T encouraged S to learn from each other.</p> <ul style="list-style-type: none"> <li>● T noticed a group being successful and asked them to stop and think: "What change did you make?" S answer. T repeated, "So you took some people off because it was dragging in the middle and slowing you down?" T praised Ss. "Very good strategy. Good job working together." (19:40)</li> <li>● Group 3, our purple group, almost had three people across. Group 2 had three people across. T noticed one S who stepped off. "You gotta go back. Xavier, what are you doing differently, and why did you change?"</li> <li>● What got you across, Briana? Briana answered. T debriefed their answer. So you each got yourself across individually using the equipment except for two people who used the mat together, and that's because you all worked it out ahead of time as a group. That was a great strategy. (29:20)</li> <li>● Now, what I want you to do is learn from each other because each group did something completely different. So when I say go, you are going to meet and talk about what worked for you in your group.</li> </ul>	<p><b>Accomplished</b></p>

## Trainer Handout 7: Algebra I Co-Teach Lesson Evidence and Scores

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<ul style="list-style-type: none"> <li>● (2:07) During the warm-up, T 1 was monitoring students and asked a student, “How do you know when you were done solving?” S was able to reflect on her work and proceeded to correct her answer.</li> <li>● (8:25- ) T 1 presented the content and language objectives:               <ul style="list-style-type: none"> <li>○ CO: I will compare and contrast types of special case solutions to one variable inequalities.</li> <li>○ LO: I will explain how to tell if a solution to an inequality falls into the category of “non-solution” or “all real numbers.”</li> </ul> </li> <li>● (9:15- ) T 1 previewed the exit ticket with students, and let them know that by end of the lesson they should be able to determine if a solution was “no solution” or “all real numbers.”</li> <li>● Expectations were also communicated throughout the lesson with statements such as, “You need to know this (solve the warm-up) to move forward today” “At the end of class today, you should be able to look at an inequality, solve it, and tell me ‘this was a no solution’ or ‘this was an all real numbers.’” “Your job today was to make sure that when you’re solving it and that you can tell the difference.”</li> <li>● (9:48- ) T 1 identified the guiding questions (as tied to the learning objectives) that students should be listening for during the lesson:               <ol style="list-style-type: none"> <li>1. What causes a solution in an inequality to be a special case? (Why was it a special case?)</li> <li>2. How do you know if an inequality were a no solution or all solution? One recording sheet was provided per group (Students also had their own lesson sheet.), and recorders were expected to fill it out with their group’s help. During the postconference the teacher indicated that student groups and assigned roles were strategic based on students’ data and prior levels of performance, so that students were able to support and encourage others.</li> </ol> </li> <li>● All students engaged, participated, and persisted with the lesson, as the lesson structure, pacing, and timing allowed for clear transitions, monitoring of allotted time, student ownership of</li> </ul>	<b>Proficient</b>



Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>group expectations, and clear connections to the established learning outcomes from bell-to-bell.</p> <ul style="list-style-type: none"> <li>• Bonus questions were available for students to complete. This allowed for students to extend their participation. Most students completed this section prior to submitting their work.</li> </ul>	
2.2 Content Knowledge and Expertise	<ul style="list-style-type: none"> <li>• (8:15) T 1 connected the warm-up to today's learning and explained how the warm-up was a review from the previous lesson and today they were going to learn about special case solutions.</li> <li>• During the group work, both teachers circulated and monitored each group's work to check for understanding. Prompting included statements such as, "Check your math here" "Make sure you have all created the number line the same way." "Where do we usually start (look at the xs)?"</li> <li>• (15:09- ) After the initial group work, T 1 revisited the objectives and asked students if they had met all parts of the objectives. Ss said no. The T then indicated that they now needed to be able to categorize "no solution" or "all real numbers." Ss were then expected to solve two problems in the "no solution" column and two problems in the "all real numbers" column to assess why they fell into these categories or explain 'what the solutions have in common.' Ss were asked to summarize the learning in their group because they were going to apply the rules. Students said the "no solution" solutions were incorrect, and the "all real numbers" were all true. This information was then used with the independent practice and exit tickets. Expectations and learning tasks were therefore scaffolded toward learning outcomes.</li> <li>• Ts provided students with opportunities to solve inequalities and compare and contrast them but made no connections between other disciplines or real-world situations.</li> <li>• <b>Note:</b> On two occasions in the small group, T #2 inaccurately drew a number line. This information was addressed with T 1 during the postconference as a concern, particularly for students who were initially struggling.</li> </ul>	<b>Proficient</b>
2.3 Communication	<ul style="list-style-type: none"> <li>• Students collaboratively worked in small groups multiple times during the lesson, allowing for peer-to-peer communication. T</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>and peer discussions occurred in the large group, group work guidance, and small-group discussions.</p> <ul style="list-style-type: none"> <li>• Multiple apply and analyze questions were used to guide student conversations: What causes a solution to be an inequality, and why was it a special case? How do you know if an inequality were a no solution or all real numbers? What issues arise when attempting to solve? Why can't we put this solution on the number line? What could you change about the inequality you solved to change the type of solution it has?</li> <li>• Teachers also asked questions throughout the lesson to prompt student thinking and move them through the tasks.</li> <li>• Clear and concise explanations were provided during the review of the warm up, the student group work, the "apply" (independent practice) segments, and the review of the exit ticket. Student input was elicited to check for understanding. The academic language and feedback were consistently connected to the learning outcomes of "inequalities, no solution, and all real numbers' terms" because these terms were stressed throughout the lesson.</li> <li>• In the exit ticket review, questions included, "How do you tell if an inequality should be a 'no solution' or 'all real numbers? Explain how you decide whether a solution should be," which were more reflective of whether students understood the objective.</li> </ul>	
2.4 Differentiation	<ul style="list-style-type: none"> <li>• Teachers monitored students during independent and group tasks. When they noticed students were confused or were struggling with the task, they stopped to facilitate by asking questions and demonstrating. During the lesson the teachers provided opportunities for students to work independently, in small groups, and, for two students, in a small group with the teacher-led assistance.</li> <li>• (16:50) When specific students struggled, T 2 provided small-group instruction for about 12 minutes during the apply (independent practice) segment of the lesson. She used the desk and a dry erase marker to work through the problems. As noted previously, the teacher was writing upside down, and the number line was drawn incorrectly.</li> </ul>	<b>Proficient</b>

Domain 2: Instruction		
Dimension	Evidence	Rating
2.5 Monitor and Adjust	<ul style="list-style-type: none"> <li>Both teachers actively monitored student groups and address student work by asking prompting questions, providing clarifying explanations (Teacher 1 at the front left of the room wrote on the desks to explain).</li> <li>Teachers collected in-the-moment data to determine which students needed more individualized support. These students were called to a separate small group with T 2.</li> <li>Patterns of group interactions show that while T 1 circulated through all groups, more contact time was spent with two specific groups. The postconference conversations were focused on why this occurred and opportunities for the teacher to analyze and identify next steps for touch points, whether to check in, provide targeted support, and provide real-time feedback.</li> <li>Student self-monitoring statements were shared to keep students on track (e.g., “Make sure you’re listening and paying attention and filling that [sheet] out as we go.” “Make sure you check with your group about the solving, don’t wait until the end.” “Reporters, make sure you are prepared to share out.”</li> <li>36:45 Students were starting on the exit teacher. T 1 checks for understanding. “Group leaders have your people point to the bottom of the exit ticket, so that I know they know where to write.”</li> </ul>	<b>Proficient</b>

**Domain 3: Learning Environment**

Dimension	Evidence	Rating
<p>3.1 Classroom Environment, Routines and Procedures</p>	<ul style="list-style-type: none"> <li>• Transitions are clear and efficient. Multiple times during Transitions were clear and efficient. Multiple times during the lesson students transitioned seamlessly from independent work, to whole group, to small group. Materials were organized in the center of each table group and readily available to students. Students transitioned from task to task by assuming responsibility for roles, responsibilities, and materials. Roles were assigned in each group as follows: group leaders, fact checkers, recorders, and spokespeople.</li> <li>• Teachers facilitated all transitions without loss of instructional time.</li> <li>• The environment primarily included group work where students were expected to collaborate, discuss solutions, hold each other accountable, and present their information within their group and to the large group through the spokespeople.</li> <li>• Teacher transitions on the electronic board were seamless and allowed for teachers to work through assignments for each segment of the lesson: warm up, group work, independent practice (apply), and exit tickets.</li> <li>• Group leaders collected all papers for the teacher at the end of the lesson.</li> </ul>	<p><b>Proficient</b></p>
<p>3.2 Managing Student Behavior</p>	<ul style="list-style-type: none"> <li>• Throughout the lesson, both teachers clearly communicated expectations for tasks and held students accountable to the instructions/tasks (e.g., “Your job today was to . . .” “Make sure you’re listening and paying attention, and filling that [sheet] out as we go” so that students would be prepared to share out. “Raising your hand, tell me. . .” “If you did the bonus (question) make sure you place a star by that . . .”</li> <li>• It was evident that students knew the behavioral expectations, group role expectations (no students asked for clarifications regarding their assigned role), held focused discussions, and facilitated their own group</li> </ul>	<p><b>Accomplished</b></p>

	<p>tasks as the lesson progressed from the warm up to the exit ticket.</p> <ul style="list-style-type: none"> <li>• No off-task behaviors were noted during the lesson.</li> </ul>	
3.3 Classroom Culture	<ul style="list-style-type: none"> <li>• Students were engaged in the lesson and actively collaborated when the teacher asked them to work together.</li> <li>• Student talk was present throughout the lesson, and it was evident that this was a cultural norm. Both teacher–student and student–student interactions reflected respectful dialogue and accountability for staying on task.</li> </ul>	<b>Proficient</b>

## Trainer Handout 8:

### Golf Ball Story

A professor cleared off his desk and placed a large jar on top of it. He reached under his desk and grabbed a bag of golf balls then proceeded to fill up the jar with golf balls until he could fit no more. He looked at the classroom and asked his students if they agreed that the jar is full. Every student agreed that the jar was indeed full.

The teacher then picked up a bag of small pebbles and poured them into the jar with the golf balls. The pebbles settled between the golf balls. He asked the students if the jar were full. Once again, they agreed.

Now the teacher picked up a bag of sand and poured it into the jar. The sand filled in all of the empty space left between the golf balls and pebbles. He asked the class again if the jar were full. The students agreed it was technically full and began to chuckle.

The teacher waited until the laughter stopped. "I want you to recognize that this jar represents your life," he said. "The golf balls represent the important things, while the pebbles and sand represent those things that are less significant. If you fill your jar with insignificant things, you don't leave room for the priorities.

That said, as you think about implementing T-TESS to impact those things that are priority, teachers and students, what are your initial steps?

Please turn to page 49 in your training guide, and add your "golf balls." What will your priorities be as you implement this in your own organization? You may fill in all of them, some of them, or add more.

(Allow time for the group to write these, then debrief by asking them to share.)

The take-away is, "Take care of the golf balls first—the things that really matter. The rest is just sand."

—Author Unknown