

T-TESS Observation Evidence Sheet

3rd Grade Reading Interventions

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations 2.1	<p>Lesson objectives for both content and language goals are clearly defined and communicated with students, and social-emotional expectations are supported with questions and cues from teacher, e.g., “Does anyone want to agree or disagree or add to that?” “I want to share with you Angelina’s writing. She used two thinking marks I hadn’t thought of using.” Pair-share activity was completed fluidly revealing that students interact with content and each other well.” Student choice of “thinking marks”, student-created additions to anchor charts, and additions to JAM journal allowed for students to take initiative of their learning. Teacher assessed reading for fluency, pronunciation and comprehension.</p> <p>Lesson connected to prior knowledge and other classes (<i>“Let’s look at the words we created this week. What was the word family we were working on?” “How have you used the words we’ve been working on in her in your classroom?”</i> Students are guiding to individualized learning through use of strategies and strategic follow-up questions (<i>“Do you want to add to that?” “What reading strategy did you use to decide that?”</i> Asked what it meant to use “own words”—student offered the response “paraphrasing”. <i>“Decide what you think is important. Write that in your JAM Journal.”</i></p>	Proficient
Content Knowledge and Expertise 2.2	<p>Teacher conveys content knowledge at the word level with word family review than takes knowledge to the context of reading and responding to the story as well as researching big cats. Teacher integrates word family work with regular classroom. (<i>“How have you been able to use the words that we’ve been working on in here in your classroom?” “I don’t want that [learning] to stay here. Take it with you; be able to use it everywhere.”</i>) Learning is housed on anchor charts that students add to and refer to during class preventing and addressing misunderstandings. Students use analytical thinking for reading discussion and research-based thinking as they use technology to research big cats.</p> <p>The lesson activities built upon prior and led into future learning while integrating other disciplines and the student’s own experiences. JAM Journal and inquiry chart note taking integrated writing; research projects, and science. Students were able to use what they already knew about cats from prior knowledge and</p>	Proficient

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	<p>experiences. Teacher engaged students in questioning during pre-reading, shared and guided reading discussions that engaged students in different types of thinking. In addition, students recorded information they'd learned in a variety of contexts: JAM journal, inquiry chart, peer discussions, etc.</p> <p>Students were able to communicate how they have used their learning about letter of the week in their regular classrooms. The lesson aligned the learning objective with reading, writing and "real world." The teacher designed opportunities for students to use analytical thinking when she asked students to predict what would happen in the story being read and creative/researched-based thinking as students researched their "cat" and designed a habitat for the cat chosen. "Take a moment first just to think."</p>	
<p>Communication 2.3</p>	<p>Communication between students and students to teacher hinge on pair-share discussions, whole group discussions, reflecting on learning as it connects to previous practice, and visual tools and technology (<i>anchor charts, JAM journals, and iPads</i>).</p> <p>Communication is supported both verbally and with constant reference and student-driven addition to anchor charts. The teachers provokes thought and discussion with questions (<i>"How is what we are doing . . . helping you at home or with your reading and writing?" "_____, do you want to add to that?" "Do you think he wanted to give him away?" "What reading strategy did you use to decide that?" "Decide what you think is important. Write that in your JAM journal."</i>)</p> <p>The thinking marks are used for students to notate their thinking processes with follow up communication about why they used these symbols.</p> <p>Many questions started at higher levels or were followed up with "how" or "explain" prompts (<i>"How have you been able to use . . .?" "How is what we are doing . . .?" "Do you think he wanted to give him away?" "I want you to make a prediction." "Do you mean . . .? I'm just curious" "What in there made you think of that?" "What reading strategy did you use to decide that?"</i>). Analysis of reading hinged on author's purpose that students were able to explain based on previously learned categories for author's purpose. Student roles in whole group and pair discussions were routine.</p>	<p>Accomplished</p>
<p>Differentiation 2.4</p>	<p>Anchor charts are provided to help students connect to previous learning. The teacher asked, "Cats and where are you putting that information?" Student replied, " , we found the questions and we put</p>	<p>Accomplished</p>

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	<p>the things we learned in the book on the poster.” The poster was a KWL chart posted in the front of the room about cats.</p> <p>The learning environment allowed all five students to have immediate access to the teacher. It also allowed for students to read in the whisper phones, while the teacher was able to assess individual students reading a little louder to assess fluency. Students were allowed choice in reading on the iPads, based on their own interests.</p> <p>Adaptations of strategies included students building guiding questions for learning about big cats and then addressing answers as they read as well as the whisper phones, iPads, word compilation, strategy list. The teacher monitors student reading for both pronunciation as well as comprehension. Students were able to avoid confusion and disengagement due to instruction—student-driven choices exist in the type of cat selected, word creation, strategy selection, design for animal habitat, and additions to JAM journal.</p>	
<p>Monitor and Adjust 2.5</p>	<p>Teacher questions, students respond, and teachers adds further questioning to individual or group (<i>Teacher: “What is going on with Nicho and Apache?” Student: [recounts story details] Teacher: “_____, do you want to add to that? Skim and scan if you need to.”</i>) Teacher shifts activities from recalling previous reading, making predictions in JAM (Just a Minute) journal, revisiting thinking marks, reading, questioning, and then researching. Students use their JAM journals at the B/M/E of lesson to record their thoughts while reading and make predictions about what they think will happen next in the story. The teacher is able to look at the data and determine the needs of students based on the CO/LO.</p> <p>Checks for understanding exist in questioning verbally and reviewing additions to JAM journals.</p> <p>The teacher uses probing questions to monitor students’ understanding throughout the lesson. “Before we begin, I want to take a moment and let’s recall what we have been reading. Student: “Nitro and Apache go somewhere and (student pauses) the tiger was like with the owner, the owner was late with his dinner, and the man kept messing with the tiger and the man got bit by the tiger.” Teacher: “Christopher do you want to add to that?” Christopher: “They did not want Nitro.” Teacher: “Why didn’t they want nitro?” Student: “Because they bit him.” Teacher asked, “Do</p>	<p>Accomplished</p>

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	<p>we know anything about that other man?" Students shake head and teacher replies, "No, not really, do we?" Later in the lesson the teacher states: "I want you to think about the author. What do you think he is trying to tell us?" Student: To give us information, because maybe we do not know everything about tigers. Probably because they have things we need to know." Teacher: "Do you agree with him and why?" Student: "It is trying to persuade you to not get a tiger."</p>	

Domain: Learning Environment

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures 3.1	<p>Students participate in routines of discussion, both whole group and in pairs, and transition from learning new content to storing new content (additions to anchor charts and journals). Students have responsibility in using whisper phones, iPads, and journals to support learning objectives. Transitions between the recall activity, the shared reading activity and the habitat research activity are smooth with no loss of instructional time. There are systems in place for reflection (JAM journals), quiet/louder reading aloud and reading summaries on sticky notes which are charted at the end of class.</p> <p>Students were given resources (word wall, inquiry chart, reading strategies, etc.) to self-manage their learning. The pacing and flow of the lesson activities were evidence of effective routines and procedures</p>	Accomplished
Managing Student Behavior 3.2	<p>Due to establishment of clear, supported, and challenging learning expectations, students needed no redirection. Behavioral reminders hinged on academic behaviors and expectations (<i>"You're using your thinking marks. I like that. You don't have to use those, but you can if they help."</i> <i>"Does anyone want to agree or disagree or add to that?"</i> <i>"What reading strategy did you use to decide that?"</i> <i>Directions encouraged additions to journals and Know/Want chart.</i>) Students and teacher may have create the behavior standards, but that was not observed in this lesson. Teacher used non-verbal signal of placing a card in front of a reader who was reading too quietly.</p> <p>The teacher responds to off-task behavior in a swift and subtle manner. Two students became disengaged during the lesson (Angelina and Angelina); the teacher responded with probing questions and/or social/emotional needs with a slight touch on the</p>	Accomplished

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	<p>arm. She removed a pencil from one student who was supposed to be reading along with the teacher by gently putting it into the cup in front of the student to use soon and also by subtle touch of another student who was off-task. Students were excited to use the iPads and the teacher anticipated that they would be distracted while she gave last minute directions. "Hands off the tablets, please. I know you're excited!"</p>	
Classroom Culture 3.3	<p>Lesson adjustments included two different additions to JAM journals based on student perceptions of learning and personalization of research based on type of cat and decisions about what to add to journal. Students did pair-share to think through the meaning of "Moving a tiger is hard. It is hard for the tiger." Students moved into the pair-share with no other direction than the prompt for thinking; collaborating through thinking was a natural event in class.</p> <p>Students demonstrate respect of the teacher and for one another. Students completed a pair/share activity effectively while the teacher completed the same activity with Robert. The teacher leads collaborative discussion throughout the lesson while students (4 of 5) appear excited to respond with their thoughts and ideas. All ideas and thoughts are affirmed and respected by the teacher, as well as peer-to-peer.</p>	Accomplished