

T-TESS Observation Evidence Sheet

5th Grade Math

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>This dimension was rated accomplished because there was a high level of student-centered learning with students taking ownership of their own learning with guidance from the teacher.</p> <ul style="list-style-type: none"> ● Students were given the opportunity to teach the class the method they used to solve one of the review questions. ● Reviewed the order of operations several times as that was an expectation for the assignment. ● Students were challenged by the learning as demonstrated by the time they took to solve the problems. T understood how to challenge the students appropriately. The systems in the classroom (murder mystery layout, students teaching the warm-up) ensured that students would have opportunity to take the initiative in their own learning, while the teacher provided the structure. ● T provided frequent feedback by prompting students to consider other things, asking questions, asking them to check something. ● It was not clear if students were actually setting their own goals and monitoring progress over time. 	Accomplished
2.2 Content Knowledge and Expertise	<p>The extensive content knowledge of the teacher was evident in the way she could use a variety of strategies and tools to explain the concepts being taught. The flow of the lesson and responsiveness of the teacher to</p>	Distinguished

Domain 2: Instruction		
Dimension	Evidence	Rating
	<p>students and students responsiveness indicated that the proactive style of instruction observed is a consistent practice resulting in this high rating.</p> <ul style="list-style-type: none"> ● The order of operations was explained in different ways, including abbreviations like PB (parentheses, brackets). The sequencing of the instruction provided clarity for student ● Effective use of problem-solving with real-world application in the assignment ● Students had so many opportunities to use different types of thinking throughout this lesson. They analyzed the clues and synthesized the information, they used the math skills for problem solving, they shared their observation after studying/evaluating the problem on the board. ● Incorporated solving a murder mystery into the main assignment as a way to integrate different types of thinking at a high level into the lesson. 	
2.3 Communication	<ul style="list-style-type: none"> ● Clear classroom practices for students to work effectively with their peers and interact with the teacher and aides. The communication was two-way throughout the lesson and students. ● The use of exit tickets from the previous day provided opportunity to highlight misconceptions and inspire students to think about the options for successfully solving the problem. This involved analyzing a solved problem and sharing what students noticed with a partner and then the whole group. Students were doing the hard work, actually thinking through the problem, and were able to effectively explain their noticings. 	Distinguished

Domain 2: Instruction		
Dimension	Evidence	Rating
2.4 Differentiation	<p>The teacher constantly moved around the room and was actively working with various students. She had effective procedures in place to check for understanding and meet individual student needs. She provided specific feedback as she checked the warm-up.</p> <ul style="list-style-type: none"> ● 2:33- T: Can you show me your math right here? Your product is incorrect so show me your math. I don't see your work. I just see the product.4:40 T came back to the student and asked, "Did you find your error?" ● 3:29 Checked on a student who was not sitting at his desk. ● . Can you show me every level of your numerical expression? Good you found your error? Be sure to rewrite down your rule ● Students used a variety of materials and had the opportunity to choose what to use. They were set up for success with their choices to solve math equations. ● Students were able to solve the murder mystery questions in whatever order they chose. ● T questions: Can you show me your calculations? Go check to see if you wrote the problem correctly. 	Accomplished
2.5 Monitor and Adjust	<ul style="list-style-type: none"> ● Multiple checks for understanding and moving intentionally around the room to work with many different students. ● 16:00 "My Favorite Time" T noted that from exit tickets there were several errors. The timer was used. Students knew they would have 30 seconds to analyze and were expected to have their eyes on the board where the problem was displayed. St. then 	Accomplished

Domain 2: Instruction		
Dimension	Evidence	Rating
	had 30 seconds to share their noticing at their table. T. asked the st. sitting solo to explain what he saw.	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>The teacher set expectations very quickly at the beginning of the lesson that she will be going around the class checking work which she did.</p> <p>Students took much of the responsibility for managing their work groups and materials.</p> <ul style="list-style-type: none"> • The classroom was very well-organized with the use of timers to signal transition from one activity to the next. • 10:00 St served as “teacher” and were reminded of the structures to engage the class. Students were clearly accustomed to the process. • The teacher often explained the why of her guidance for routines, making the classroom structure meaningful to students, “Push in your chairs for safety.” Students followed this model as they taught, providing explanation for the process. 	Distinguished
3.2 Managing Student Behavior	<p>T provided clear guidance throughout the lesson and asked for choral responses. Her tone, pacing and the plan for the lesson were successful in engaging the students so the lesson moved smoothly and students were carried along with the momentum of the lesson. Consistently monitored student behavior while conducting formative assessments.</p>	Accomplished

	<ul style="list-style-type: none"> ● Students were engaged which led to positive behavior. Students were respectful of one another during the lesson. ● There were clear procedures, but it wasn't clear if students helped to create the procedures. 	
3.3 Classroom Culture	<ul style="list-style-type: none"> ● The overall lessons, and mini-lessons, were extremely engaging as evidenced by student behavior. ● Students were encouraged to work with partners and did so in a very productive manner. ● The teacher provided redirection and instructional guidance throughout the lesson with a smile and in a tone that promoted trust and caring. The classroom environment demonstrated that students felt comfortable taking risk. There were many volunteers to serve as teacher. 	Distinguished