

## T-TESS Observation Evidence Sheet 6th Grade Math

**Domain: Instruction**

Dimension	Evidence	Rating
<p>Achieving Expectations 2.1</p>	<p>The warm up activity provided the expectation for students to connect previous learning and explain why the numbers should all be in the same form. Students were told that they had to work together, and that they would be able to keep the group grade of 100, assuming the expectations were met.</p> <p>The content and language objectives, along with essential questions, were clearly posted and referenced throughout the lesson. The teacher was also specific in identifying what students were expected to do by stating, “I will need you to be able to explain how I generate these form and (reads essential question). That’s the question that will let me know that you’re walking away with what you need to.... in my class and outside. It might be a little tough at the beginning, but at the end, you’ll be A-okay.”</p> <p>The teacher encouraged students to take initiative of their own learning by assigning roles and responsibilities during the structured group problem solving processes. “I think I know what I need to do, but I want you to work together now as a group...to help me know what to do. I want to see who can explain best.... When I do mine all by myself, I’m going to carry all the advice and the list of steps that ya’ll give me.”</p> <p>In one instance, halfway through the lesson, the teacher reminded students to consider the second essential question stating, “That is the question that is going to let me know if you understood and are walking away with everything that you need to.” The teacher used the rule of no repeat as an expectation for sharing their understanding: “I want you to listen to other groups, because you can lose points if you repeat the same thing another group has already said.”</p> <p>During one activity, teams reached consensus according to the expectation expressed by the teacher: “What is going to take you to the next level is your explanation of why you did what you did and how you made that decision.”</p> <p>The teacher referenced 7<sup>th</sup> grade expectations, including the connection to scale factor at that grade.</p>	<p><b>Accomplished</b></p>

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	<p>Midway through the lesson, the teacher said, “Remember, I need you to walk out of here knowing how to do what? (Students respond based on the identified learning outcomes: write a fraction as a decimal and percent.) ...to work smarter and not harder, cause we use them all the time, ...right?... Make sure that you can explain this... the reason I do not care for the movement is because you’re just memorizing it. There will be some weird fractions here in the next couple of days, and with the movement, you won’t know what the movement is connected to. “</p>	
<p>Content Knowledge and Expertise 2.2</p>	<p>The teacher understands the mistakes that students will make and gives them strategies to keep from making that mistake (lining up decimals like on a receipt and thinking about the value of each coin, importance of simplifying the fraction). At one point when discussing division, she state, “What is the one mistake that students often make....?”</p> <p>The teacher clarified misunderstandings as they emerged and corrected and clarified when mistakes were made. By showing students multiple ways to solve the same problem, she allows students the latitude to choose the strategy that they feel is easiest for them to explain. The card activity provided an opportunity for students to practice concepts learned after analyzing different values represented by different forms in order to determine which form would facilitate comparison of values. One student responded that the answer was \$1.00 when the correct answer was actually .50. The teacher asked probing questions to help the student reach the correct answer. The teacher provided numerous examples that connected to real life situations and sequenced instruction in a logical and supportive manner. She also asked student “is this the only way I can do this?” For example, on the board, she highlighted the student’s benchmark example of <math>\frac{1}{2}</math>, 50% and .50 to show equivalency. The teacher listened to all groups and questioned rationale for why students selected a specific form (fractions, decimals, percents).</p>	<p><b>Accomplished</b></p>
<p>Communication 2.3</p>	<p>Students engaged in peer to peer interactions, as well as intentionally planned independent responses. The teacher began the lesson with a real world example (rainfall totals) that could be represented by fractions, decimals or percents. Other real-world examples were tied to basketball percentages, how the decimal is noted on a receipt, and the relationship between four quarters and</p>	<p><b>Proficient</b></p>

Dimension	Evidence	Rating
	<p>a dollar. She also used the example of things being 40% off at Target.</p> <p>The teacher sets expectations for students to communicate with their peers and with her. "Talk to your group. Only the reporter can talk to me so you need to speak clearly to the reporter." "Most of you have figured it out. What takes you to the next level is being able to explain it to me." "All group members must be able to explain with detail." "Listen to what everyone else says because you can lose points if you repeat what has already been said."</p> <p>All students used their whiteboards as a visual tool. "I should be able to look at your board and it tell me a story about how you decided to do the work." "Rate yourself on your whiteboard with an explanation of why you feel that way." "Make sure your words are clear and concise." The teacher used the whiteboard in her room to provide written communication and clear explanations.</p> <p>The teacher communicated the learning objective several times, and set an expectation for the students to be able to communicate it also. "Make sure you know the objective so if someone walks in and asks why you're having fun, you can explain it."</p> <p>Some sample questions asked by the teacher included: How can you use benchmarks and the relationship between fractions and decimals to help you compare these values? What do you think of when you use decimals? How did you take the values that were not in percent and convert them to percent? How can I line up these decimals to compare them? The way that you're going to show me is by describing.</p> <p>At the end of the lesson, the teacher checked for understanding by stating, "Rate yourself on your whiteboard with an explanation of why you feel that way."</p>	
Differentiation 2.4	<p>Throughout the lesson the teacher regularly monitored the students for understanding. "What do you think? Do you think we got it right?" "How do you feel about their explanation?" "I saw great work, ideas, and talking. You must be able to describe what you did with detail." The teacher offered multiple examples that reinforced and challenged student thinking. For example, she pointed out "benchmarks" used by one student to reinforce understanding and encourage reflection on process and purpose: "Write me a couple of steps using the benchmarks John did..."</p>	<b>Proficient</b>

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	<p>The teacher recommended that one group revisit their thinking about their work. She also encouraged students to provide examples and use clear language as they developed their steps. She asked students to explain their thinking about how to get from this to that. She also asked students “Could you draw me a picture I could associate?” She also asked the question: “Would you talk to me about what would make it easier?” Students were provided with choices regarding how they would solve the problems.</p>	
<p>Monitor and Adjust 2.5</p>	<p>Teacher monitored all group discussions, encouraging students to show their work and explain their thinking and rationale. Teacher constantly walked around the room monitoring their participation, understanding, and performance. She monitored student understanding by using thumbs up/down and white boards. She used purposeful questioning to either redirect or confirm students’ thinking and provided specific academic feedback.</p> <p>One group was struggling with the game of putting the cards from least to greatest. She told the group, I want you to think about it for 2 minutes and help me to clarify where the mistake occurred.” During the 2 minutes, she gave the rest of the class the assignment to write a response to the focus question on where this could be used in the real-world. Then she went to the struggling group to clarify their misunderstanding.</p> <p>Strong pacing and encouraged input from students on the amount of time they needed to successfully collaborate and solve problems. Teacher used formative assessment data from teacher observation and student discussion to determine whether or not deeper explanation was needed. Purposeful questions guided last group to discover their mistake. Teacher said, “It is important to know why you make the error so you don’t make it again”. Teacher also had understanding of the mistakes that students might make and gave strategies to avoid making those mistakes. She also reinforced big ideas necessary to understand the content (fractions to decimals to percents, parts of fractions, fraction bar=divide, connection with money, etc.).</p>	<p><b>Accomplished</b></p>

**Domain: Learning Environment**

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures 3.1	<p>Students were held to expectations for individual and group work. The teacher reinforced expectations for focused learning throughout the lesson. It is evident that students are accustomed to working together and being accountable for individual and collective efforts. Lesson pacing was appropriate for the content presented.</p> <p>Roles and responsibilities included facilitator, reporter, and gatekeeper. Teacher constantly referred them back to content and language objective as well as the essential questions throughout the lesson.</p>	<b>Accomplished</b>
Managing Student Behavior 3.2	<p>The teacher consistently encouraged students. "I love it. That helps me right there." "Y'all are doing great today. All eyes on me." "I saw great work, ideas, and talking." "Table tents in place. Thumbs up when read."</p> <p>No distracting student behaviors were observed during the lesson and most students did participate the entire lesson. The teacher used questioning, illustrations and proximity to continually monitor the lesson, work and behaviors of the students.</p> <p>Students were respectful and self-directed in their focus and respect for others and their teacher. She expected students to actively listen and share in accountable behaviors by utilizing a point system related to the group grade. Students collaborated with one another as they explored the concepts of equivalency (percents, fractions, decimals). Teacher also used a four-point rubric for students to self-assess their learning at the end of the lesson.</p>	<b>Accomplished</b>
Classroom Culture 3.3	<p>Teacher and students were mutually supported. The teacher modeled courtesy and respect throughout the lesson. In this intellectually and social-emotionally safe environment, students were able to engage in relevant mathematics work linked to state standards and real world applications. Teacher fostered risk-taking when she highlighted John's benchmark example. Students were not afraid to ask questions. When one student was called upon to answer, he simply asked the teacher, "Can you say it again?" The teacher repeated the directions for the student and clarified what she was asking. Then the student was able to provide the appropriate responses.</p> <p>The lesson was relevant to student interests through connections to: rainfall totals on news, football, grades, shopping at Target. Focus</p>	<b>Accomplished</b>

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	<p>question required students to be able to connect real world application of the content inside or outside of the classroom.</p> <p>Students are provided meaningful opportunities to learn in the whole group and in small groups. They are able to evaluate their level of understanding with the 1, 2, 3, 4 scoring system near the end of the lesson. It is obvious they are familiar with this protocol.</p> <p>She emphasizes the importance of students being able to explain their work when she says, "Give me details like your best friend who is about to take a test and you are tutoring them because you want them to do good."</p>	