

T-TESS Observation Evidence Sheet 7th grade PE Lesson

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations	<p>Whole lesson was conducive to students taking initiative of their learning. T allowed students to make mistakes and to come up with alternate ideas and alternate plans. The objective was to “To work in a group setting, develop a plan of action, create a plan of action to accomplish a task.” The teacher questioned and encouraged students keep trying, to try different things, to attempt different plans. The teacher anticipated various student difficulties throughout the lesson. The teacher modeled the process for moving from one place in the gym to another by not touching the floor. The teacher also modeled how to make a connection to how the skills can be applied to real world before students work in groups with the chart paper to help avoid common learning pitfalls.</p> <p>The lesson objective was posted and stated at beginning of lesson: Students will create and implement a plan engaging cooperative group work using eye contact, active listening and appropriate voice to achieve and set group goals. The agenda was posted on wall: 1. Change/site spot 2. Warm ups (5's) Attendance 3. Get Over Here Activity. The teacher posted an "essential question" on the wall to set a purpose for the lesson of the day which connected directly to the lessons state standards and daily objective. The teacher states "Today we are going to work on the activity called "Get Over Here". The teacher connects back to objective in the middle of the lesson. "Please keep in mind what our objective says... cooperation and communication skills." Teacher closes the lesson with a reflection and connection to what they learned and real world examples. Learning objectives are connected to what students know from life experience. The teacher makes several connections at the end of the lesson to real world. ("You will need good listening skills for a job, in school when talking to a teacher, the president needs good listening skills, etc.")</p>	<p>Accomplished</p> <p>(hold out on rating Distinguished because of the 4th bullet about systematically enabling students to set goals for themselves and monitor their progress over time.)</p>

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Content Knowledge and Expertise	<p>The teacher displays accurate content knowledge of the content being taught and makes connections to how the skills in PE can be applied to real world experiences. The teacher used the lesson of the day and the work the students had completed to connect at the end of the lesson to the real world. Several students connected what they had learned to when they get older they would need these skills for jobs. A student connected to the president needing to be a good listener and communicator. He provided them several examples of cooperation and communication. He successfully used the gym space to achieve his goals using chart stands and chart paper, gym timers, and P.E. equipment. The teacher used the "Get Over Here" activity which required the students to talk, problem solve, make changes, etc. to enhance student content knowledge of working as a team using communication and cooperation. During the "Get Over Here" activity students had opportunities to use creative and research based thinking.</p>	<p>Accomplished</p> <p>(5th bullet was not entirely visible in the lesson)</p>
Communication	<p>The teacher balances teacher directed and student directed communication. The teacher asked some procedural and clarifying questions throughout the lesson but seldom uses probing questions to extend the learning: Are there any questions? Do you understand that? Teacher provides some wait time by repeating the question a few times as students think. Students' choral respond to some questions. The teacher asked content level questions that were directly aligned to the daily objective. The teacher asked a high frequency of questions. Does anyone know what skills you need to team build? What does it take to have teamwork? Does anyone know what that is or sounds like? What does it look like to be a good communicator? What does positive language sound like? What did you see me do? How did I cooperate with him? What are the two words? What idea can get you across quicker? So what is the plan? How will you get across? What could you do? Why would it not work? What change did you make? What was a strategy you used? How about you? What did you share? Where would you use these real world skills in daily life? When would you use this?</p> <p>The teacher posted an "essential question" on the wall to set a purpose for the lesson of the day. "What does it take to be a</p>	<p>Proficient</p>

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	<p>part of a team and complete a task successfully?” The teacher had all important key lessons information on chart paper as a visual support during the lesson. The lesson is presented with attention to the gradual release process. It begins with the lesson objectives and EQ. The teacher does the “I Do” portion where the students are sitting whole group in the bleacher, and he provides them with a mini-lesson on the skills of cooperation, communication, and teamwork. They discuss in depth how to be a good listener and how to use positive language with each other. Teacher provided opportunities for the students to model for each other by giving examples of positive language. The teacher modeled working with another student how to create a paper airplane to demonstrate for the class how to work cooperatively with another person to achieve a goal. The teacher modeled briefly for each of the tasks by giving the students an example for what he expected. The organization of the lesson was posted on the wall. Agenda posted on the wall: 1. Change/site spot. 2. Warm ups (5’s) Attendance 3. Get Over Here Activity. There was a “We Do” portion of the lesson where students brainstormed a plan/strategy for the task, and the teams worked together to get across the gym floor. For the entire lesson the teacher circulated to provide feedback and support. Last, the “You Do” portion of the lesson is where the student’s reflected on what they had done during the “Get Over Here” activity in the “Timed Round Robin” activity to reflect on what they did that worked, learn from each other, and then in the “Round Table Write” connect to the real world. The teacher provided internal summaries connecting back to being a good listener, eye contact, communication, cooperation, and teamwork throughout the lesson and with each task. There was no irrelevant, confusing or non-essential information during the lesson.</p>	
Differentiation	<p>The teacher practices display understanding of some student anticipated learning difficulties. The teacher made content connections to students in the classroom that have a hearing impairment when discussing being a good listener and making eye contact. “Why is it important to make eye contact with them?” There is an aide to provide a few students with visual sign language during the lesson, and the teacher circulated to</p>	Accomplished

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	<p>that group more than the other groups even using some sign language cues himself. The teacher sometimes provided differentiated instructional methods and content to ensure children have the opportunity to master what is being taught. When one team finishes early, the teacher tells them to start over, and he took one of their scooters away telling them to do it again and figure it out. This helped all groups to stay on task until timer went off.</p>	
<p>Monitor and Adjust</p>	<p>Teacher repeats responses students give as a form of feedback, but he does not always extend on their responses with additional content information. “Communication. I like that.” “Cooperation. Excellent job.” “Those are the two words I was looking for lets’s start with communication.” During the activity, the teacher circulates to each team and provides feedback while they work. When the students began working as a team to get the equipment across the floor, the teacher provided more specific feedback to the groups about their selected methods for getting across the floor. The activity also allowed for students to provide each other with academic feedback when creating a plan for how they would cross the gym while they were actually working to get across. “Go back to the drawing board and give each other feedback to see what you need to change.” “Talk to each other.” “Why would it not work?” “I saw people using that motion like a paddle to help get themselves across. The teacher circulated quickly to each group during each of the task to assess student’s progress and provide individual feedback. The teacher monitored activities to support engagement-redirecting students to be on task when needed. “I need you to sit in a circle.” “What are you doing:” “Everyone needs to sit except the person standing and sharing.”</p>	<p>Proficient</p>

Domain: Learning Environment

Dimension	Evidence	Rating
Classroom Environment, Routines and Procedures	<p>The lesson starts promptly. The “I Do” Introduction of the lesson lasted for 13min., the “Get Over Here” activity lasted approximately 14 min., the “Timed Round Table” took 3 min., and the “Round Table Write” reflection took approximately 6 min. Students come in and teacher calls names and begins with a brief housekeeping session (end of semester, bring clothes, pacer test, etc.) No Instructional time lost to transitions from whole group instruction to small group activities. The teacher uses playing cards to quickly organize students into groups. The teacher uses timer for each activity setting it on the gym clock. The teacher regularly reminds the students of the amount of time left during each activity. The teacher consistently used the timer for each of the activities. The teacher reminded students of the time, “You have 5 minutes to complete this task.” The lesson structure has a coherent, beginning, middle, end, and time for reflection connecting back to the real world. Students have quick access to materials because the teacher has already organized all necessary materials for each activity and students take responsibility for returning materials at the end of the lesson. The teacher also reminds students about safety when circulating during the “Get Over Here” activity.</p>	<p>Proficient</p> <p>(hold out on Accomplished because of the word “effortlessly”; lack of student directed behavior)</p>
Managing Student Behavior	<p>There were little to no behavior issues because the activity sustained the students’ attention. There was time for reflection at the end of the lesson connecting to real world and back to the daily objective. Students worked collaboratively together to complete or attempt the “Get Over Here” Activity. The teacher circulated during the activity to keep students on task and encourage groups to use communication skills to complete the assignment.</p>	<p>Accomplished</p> <p>(*the second bullet on the Distinguished would need to be discussed and on the pre-conference pending clarification in pre-conference)</p>
Classroom Culture	<p>The lesson required students to work collaborate and work with each other to accomplish the task. The teacher organizes the content so that it is personally meaningful and relevant to the students. He discussed eye contact and how to be a good</p>	<p>Distinguished</p>

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	<p>listener. The teacher also had students make connections at the end of the lesson with the written response to make connections to how they can use the same skills in their everyday life. The Round Table Write at the end of the lesson connected to real world. The “Get Over Here” activity allowed for the students to use inquiry and exploration as the teams had to problem solve ways to get across the gym using the given materials without touching the floor as a team effort. Teacher provided praise as the teams worked. “Guys, I’m loving the conversations you are having right now.” Students were also encouraged to use communication skills (eye contact, active listening) to support hearing impaired students in the class.</p>	