

T-TESS Observation Evidence Sheet Middle School Mariachi

Domain: Instruction

Dimension	Evidence	Rating
Achieving Expectations 2.1	<p>Teacher asked student to repeat warm up. He then prompted, “Is there anything wrong with that one?” Then said, “Do it again”.</p> <p>Teacher asked students to rate themselves after the warm-up as a whole and as individuals using the performance review (rubric) on the wall. He asked, “How did we do?”</p> <p>One student responded, “I say excellent.” Then the teacher asked, “Why?” The student said, “We were all sitting up straight. We did have a few mistakes with note accuracy.” The teacher asked, “Do you know one (note) in particular?” The same student responded, “B flat, some people don’t have it down completely and we messed up a little”.</p> <p>Teacher directed his questions to the violins and asked, “What on the performance review do you struggle with the most? One student responded, “Note accuracy and intonation.” Another student responded, “There are so many flats your fingerings are different.”</p> <p>He continued to question the students to really dig into analyzing accidentals, shifting hand position on violins, guitarrones connecting the tone and other areas of difficulty. The musical piece chosen was difficult based on the tempo, rhythm, and uncomfortable fingering for the violins. The performance rubric also indicated high expectations in that excellent was 80%+. Teacher explained that the music was not an easy piece of music and for their age, they did an excellent job. “Don’t be afraid of failure, scientists go to work every day to fail.”</p>	Distinguished
Content Knowledge and Expertise 2.2	<p>Teacher mentioned the importance of problem solving skills in other disciplines such as science experiments.</p> <p>Teacher asked students to make a connection to music beyond the classroom. He discussed the emotional connection people have</p>	Accomplished

Dimension	Evidence	Rating
	<p>with music and that is the goal of a musician to make that connection.</p> <p>Teacher modeled for students methods on his guitar as well as clapped, snapped, and verbalized sounds to help them understand the expectation and anticipate misunderstandings.</p> <p>Teacher asked students to verbalize difficulties to help them process their learning.</p> <p>Other disciplines: Science – How scientists use analytical thinking and problem solving when experiments. Also how they have to look what they know and don't know about a subject. "What is that called?" (Experiments) "Scientists go to work every day to fail." Math – Brought in notes: 1/8, 1/16, and 1/32 discussing how it related to the tempo. ELAR – He stated the all expression evokes emotion, "poetry does, writing does, books do...it is all about emotion. That is the ultimate goal, to make other feel that emotion with music."</p> <p>Teacher was able to tune violins, play the music on his guitar, and pick out things in the music that would not have been noticed by someone without an "ear" / knowledge of music. "Violin intonation sounds good". Explained "call it what it is – tri-po-let" to assist students in getting the proper beat. Also explained, "what most of you called the thing-o-ma-jig is called the...which is also called a slide."</p>	
<p>Communication 2.3</p>	<p>Teacher modeled for students methods on his guitar as well as clapped, snapped, and verbalized sounds to help them understand the expectation and anticipate misunderstandings.</p> <p>Teacher asked students to verbalize difficulties to help them process their learning</p> <p>Posed a large number of questions to students and dug deeper with "why" on multiple occasions. However, there was a string of rapid fire questions that were simple yes/no answers. To violins, "What do you know about this measure? What do you not know about this measure?" While monitoring sectionals he worked with students to break down the music, "That is a very good question, what do you think?" While playing his guitar, he demonstrated a "loose wrist" to the violins since they were having trouble with it earlier. Also</p>	<p>Accomplished</p>

Dimension	Evidence	Rating
	<p>explained to the class that they wanted to avoid, (showed a hand motion).</p>	
<p>Differentiation 2.4</p>	<p>Teacher actively monitored student learning by asking them to repeat music played and listened for errors/mastery. When students did not get it, he sang the beat or clapped it out to support learning.</p> <p>Teacher moved students into small groups which allowed them to talk and process for deeper learning.</p> <p>Sectionals were used to break down the new music. Throughout the lesson, he would stop the playing and demonstrate different techniques to assist the sections in performing better...wrist motion, clapping tempo, playing guitar so they could “hear” the proper way.</p>	<p>Accomplished</p>
<p>Monitor and Adjust 2.5</p>	<p>Teacher listened to warm-up, then directed the band to repeat music then gave the following feedback, “I need you to really hit those accents”. Then he counted and clapped to support learning as the students repeated music.</p> <p>Teacher reviewed both content and language objective; however, spent 7 minutes doing so. Students appeared confused and were unable to articulate and answer questions the teacher posed. Most questions were yes/no and did not give students an opportunity to elaborate.</p> <p>While monitoring sectionals he worked with students to break down the music, “That is a very good question, what do you think?” While playing his guitar, he demonstrated a “loose wrist” to the violins since they were having trouble with it earlier. Also explained to the class that they wanted to avoid, (showed a hand motion). Google classroom questions were provided to further monitor their understanding.</p>	<p>Accomplished</p>

Domain: Learning Environment

Dimension	Evidence	Rating
<p>Classroom Environment, Routines and Procedures</p> <p>3.1</p>	<p>Students know expectations and routines. Roles and responsibilities were established. At the beginning of class, students enter room begin tuning instruments and getting their music set up. The lead student calls them to attention and counts to begin warm-up activity.</p> <p>During group activity, individual students led group work and discussions.</p> <p>Students were very well behaved, procedures routines and transitions were very efficient – student led warmup, student led sectionals, etc. In self-evaluation, student discussed that they were sitting up straight in their chairs. Upon leaving the classroom, students were orderly with no disruptions.</p>	<p>Distinguished</p>
<p>Managing Student Behavior</p> <p>3.2</p>	<p>Students engaged in the lesson and responded accordingly.</p> <p>No off task or inappropriate behavior observed.</p> <p>No misbehavior was noted due to structure, routines, and procedures that were evidently being followed by the students. Students were engaged at all times of the lesson. Positive feedback was used, “Much better than the other day. Getting better, you’re faster. Thank you for attempting to play that note.”</p>	<p>Accomplished</p>
<p>Classroom Culture</p> <p>3.3</p>	<p>Teacher said to the class after warm-up exercise was repeated, “Sounds good.”</p> <p>Students at the end of one of the practices knew they performed poorly. The students laughed and kept a positive attitude then replayed the music.</p> <p>Student cooperatively worked in groups and engaged in academically appropriate dialogue while analyzing the new piece.</p> <p>The students later played music with changes discussed in groups.</p>	<p>Accomplished</p> <p>(Possible hold out for distinguished because there was no evidence of students encouraging each other.)</p>