

T-TESS Observation Evidence Sheet

1st Grade DL Spanish Lang Arts

Domain 2: Instruction		
Dimension	Evidence	Rating
2.1 Achieving Expectations	<p>The learning objective was to identify the main idea, but the lesson and activities were aligned to identifying details. Due to the misalignment of learning objectives and activities, it is unclear if all students mastered the objective.</p> <ul style="list-style-type: none"> • Teacher persists with the lesson, even when Ss are showing that they are struggling with accessing the ideas on the graphic organizer • 12:53 The teacher introduces the first activity which involves students cutting squares that list details to how the little pig attempted to get the cookies in the video. The cup represented the main idea, but most of the activity was focused on identifying the details. • 36:56 Teacher addresses misunderstandings with additional questions when circulating the room, but questions are repeated over and over (Que hizo el perro... que hizo... que hizo), even if the student doesn't seem to know the answer. • 43:30 Class has a whole group discussion at the end of class to discuss the main idea of the video. The teacher leads the discussion and asks questions that require yes/no responses or recall about video- not reflecting on main idea/supporting detail as a reading comprehension skill. Focus of discussion was on the message to not give up • The expectations for the class are challenging for most Ss but Ss need additional scaffolds to engage successfully with the content due to difficulties w/ writing development, language proficiency, etc • Wraps up lesson at 44:45 when there is evidence that only a few of the students have successfully completed the main idea/detail task 	Improvement Needed
2.2 Content Knowledge and Expertise	<p>Understanding and explanation of main idea and supporting details is not clearly understood by teacher. Examples don't represent main idea and supporting detail.</p> <ul style="list-style-type: none"> • 00:43 Teacher related the concept of main idea/details to the class discussion they had about what we do at school. "Que hacemos en la escuela?" Students responded "Aprendemos, Aprendemos matemáticas, Trabajamos, Recreo, Sumas y restas, Agarramos las 	Improvement Needed

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	<p><i>orugas.” Teacher says “Todas esas son detalles que hacemos en la escuela.” Recaps what they said.</i></p> <ul style="list-style-type: none"> • Students apply the skill to comprehension of the videos they watched- not directly connected to reading • No significant evidence to suggest that teacher connected the idea of main idea and supporting detail to another content area or way that this skill is relevant in the students’ daily lives • No evidence of a connection to help Ss understand why this skill is important or connects with their reading experiences • The writing spaces on the graphic organizer are open ended, but the concepts being discussed are “what happened” in the videos. There are a limited number of responses. Teacher discussion with students seems to lead them to one primary answer “He did not give up. No se rindio.” • Teacher selected videos that did not involve speaking, likely to anticipate the SL’s difficulty with accessing the idea if videos were in Spanish. • No evidence that teacher anticipated student misunderstanding about the main idea/detail concept or other struggles students would have with lang proficiency- no use of visual examples sentence stems, • 32:05- Teacher anticipated that Juan, Rafael, and Maria would struggle with writing readiness or knowing how to complete the task. Begins to reiterate what the students needs to write in each part, but she’s interrupted by another student that reported there wasn’t enough copies. 	
2.3 Communication	<p>The teacher's communication hindered the overall flow of the lesson and contributed to student confusion. The teacher was able to recognize some misunderstandings among the students but was often not able to provide appropriate responses or interventions.</p> <ul style="list-style-type: none"> • Opportunities for students to talk in whole group, teacher uses sticks to randomize who she calls on at times, students are strategically placed in the room in bilingual pairs to support communication and linguistic development. Ss communicate through think pair share at the carpet and at their desks 	Improvement Needed

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	<ul style="list-style-type: none"> ○ Many of the SLs need support when communicating in Spanish- they are in bilingual pairs but need more scaffolds to engage verbally and orally with their peers and teacher ● When circulating the room, teacher monitors for engagement and uses this to determine student understanding. She discusses with students and provides additional questioning and answers to help students with the task of writing the main idea and supporting video of the dog video. ● Most communication is verbal. There is an opportunity for students to write in the last 12 min of the lesson- where they write individually or with a partner about the main idea and supporting details. ● Teacher poses questions and allows for wait time, sometimes. Other times, questions are repeated several times. Que hizo. Que hizo el perro. ● Teacher uses non-verbal videos to create the “stories” that students use to identify the main idea and supporting details. ● Evidence that students need more support to engage in the partner discussions more successfully. The lesson was delivered in a way that did provide limited structured student dialogue. During the 45-minute lesson, students were given a total of 4 minutes to pair-share in a structured way. ● Other communication during the assigned activities was mostly aimed at correcting student off-task behavior. Content discussion mostly happened when students were gathered in a circle during the two video debrief sessions. ● Because the teacher was giving clarifying instructions at the end of the lesson, telling students that she did not see the main idea written on the popcorn tub, it was clear that students were confused about what to do. ● 35:04 Teacher struggles to effectively communicate with students who needs to work together due to a shortage in student sheets. The teacher creates confusion among students. 	
2.4 Differentiation	<p>The teacher does not vary her questions or her instructional methods when questioning students.</p> <ul style="list-style-type: none"> ● Scarce evidence of lesson differentiation to meet the individual needs of the learners in the class, with the exception of Maria (31:20) and 1:1/small group 	Improvement Needed

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	<p>response to students as they work independently</p> <ul style="list-style-type: none"> ● No evidence of extending the learning for students that complete the writing activity or discussion activity <ul style="list-style-type: none"> ○ 17:56- Ya acabamos (Daleyza/Kaiden). T confirmed that they both talked and used up all their popcorn. No additional task/extension was given to them ● Teacher circulates the room and monitors for student engagement. No evidence that there's a targeted path or specific students she's making contact with. Teacher provides additional support to small groups as she circulates <ul style="list-style-type: none"> ○ 37:54 Leo, que hizo el perrito. Que hizo? Hizo eso? Leo-reponds. Guesses answers. Entra a la escuela de perritos Girl interrupts- tells on a student that took the top to her marker. Leo drops pencil Es lo que se trato toda la pelicula? Que hizo trampa Returns to Leo- he dropped his pencil. Walks away as Leo goes back to his seat ○ 39:28- Que hizo el perrito, Timothy y Diana. Tells Briggs to talk w/ partner. Que hizo? What does the dog do? En la pelicula, que hizo? Briggs doesn't work. Estas confundido? Provides support to the table where the struggling students are (3 Ss struggling- Diana, Tim, Briggs). Que paso timothy? Paso su examen de estatura? Y cuando se levanto la oreja? Paso su examen. Entonces que hizo? Y la segunda vez, cuando no se podia sentarse bien, que hizo? (Acting out the things the dog did). ● Teacher recognizes when Ss need support. She follows up with questioning. When Ss struggle to provide the answer she's looking for, she often repeats the question many times. A few times she provided the students with the answer. Other times, she left the conversation to tend to another student need. <ul style="list-style-type: none"> ○ 17:15 Circulates the room- Que intento el cerdito. Asks questions (Y como? Que hizo?) and when Ss start to tell- habla con ellos, no conmigo. Diga tu compañero. Teacher walks to another group. ○ 18:00 Checks in w/ Rafael and Juan. Tu estas diciendo las veces que el cerdito intento agarrar. Juan doesn't answer- looks down 	

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	<p>Quiero que hablas con tu compañero. Que trato de hacer el cerdito? Rafael- Cinco veces. T- Pero que hizo? Que hizo? Rafael answers questions teacher. Y que mas? Doesn't talk w/ Juan when teacher walks away. Juan doesn't talk.</p> <p>Teacher comes back briefly and tells Juan to talk w/ Rafael. Walks away</p>	
2.5 Monitor and Adjust	<p>The teacher did some monitoring of student behavior and corrections focused on procedure and behavior rather than advancing student mastery. Although the teacher circulated table to table questioning students, the teacher did not consistently monitor for student understanding nor did she clarify by modeling, re-wording of her question. Even after having the students watch a second video, there were still signs of confusion in the students by their incorrect responses or lack of responses. There are several instances in which the teacher can be seen asking a question and as the student is answering the teacher walks away.</p> <ul style="list-style-type: none"> • During partner work and independent work, the teacher circulates the room. She responds to Ss that approach her with needs and circulates tables- targeting students that seem disengaged to provide additional support. • Many Ss struggle to stay engaged successfully during the independent writing task. Many were distracted by the other cups/papers from the partner discussion. Others did not seem to know where to start- Spanish learners needed linguistic support, struggling writers needed more explicit writing support- • Teacher responded with questioning but often told Ss what to write when the questioning didn't lead them to the right answer. Questions were repeated often- Que hizo. Que intento. Que más hizo. • 27:48 At one point, when the teacher noticed student engagement waning on the carpet, she stopped the discussion and told the students to take a lap in the room and return to their seats on the carpet. 	Improvement Needed

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	<ul style="list-style-type: none"> ● When Ss complete the task, there is no evidence of an adjusted plan or additional meaningful activity for the students to engage in. ● Spanish learners that struggled to access the activities for partner work or writing were generally noticed by the teacher, but she was limited in her response to help the students when they couldn't respond.. <ul style="list-style-type: none"> ○ 41:45 T continues w/ Diana, Briggs and Tim: Que hizo? Briggs- Briggs looking at teacher, not answering Libros... T- Libros de que? Para que le ayudo los libros? . Briggs struggles to respond Diana answers T- Que hizo? Que hizo? Que hizo? Que hizo? Timothy doesn't answer Que otra cosa hizo para poderse hacer bien en la escuela Timothy? Timothy doesn't answer. Other student asks a question. T- Issac estas trabajando? T- Que hizo timothy? Timothy doesn't answer T moves to help the other student ● At times, teacher supported Spanish Learners by translating to English 	

Domain 3: Learning Environment		
Dimension	Evidence	Rating
3.1 Classroom Environment, Routines and Procedures	<p>Activities are primarily teacher led (discussions on the carpet) and when Ss are at desks there is an attempt to have Ss guide their conversations and activities, but many Ss need scaffolded support and structure to the activities to engage successfully.</p> <ul style="list-style-type: none"> ○ 18:00- Rafael and Juan struggle to discuss during the popcorn/cup activity. T supports ○ 36:40- Blakely needs help (lang issue). T supports ○ 37:54- T notices Leo isn't engaged. Asks questions to help him complete successfully. ○ 39:28- Timothy, Diana and Briggs need help from teacher. T supports <ul style="list-style-type: none"> ● Teacher uses attention getting cues ("Marcas, Listos... APRENDER") to get Ss attention throughout the lesson. 13:00- Teacher uses timer and tells Ss they have 2 min to cut out the papers to help move the lesson along and stay on track. ● Teacher counts down (5, 4, 3, 2, 1) when Ss transition from carpet to desks and vice versa, to maintain quick transitions. Ss respond and follow the expectations during transitions. ● Ss are able to move and transition from one location to another safely and without issue. Ss seem to be aware of behavioral expectations for transitions and comply with the expectation. ● 32:58 During the 2nd activity where Ss are to write the main idea and details of the dog video, Ss were confused with what to do- Some were cutting the paper when not supposed to. Some were unclear about whether they work with a partner or not. Others struggled to access the lesson. A few were able to do this successfully. It doesn't appear that the teacher anticipated that students might struggle with this activity. Some students continued to be confused with the expectations for the procedure throughout the lesson. ● Teacher passed out materials for the first desk activity. Students helped pass out papers for the 2nd activity- but there was a shortage of materials. Ss seemed to be distracted by the cups/papers that were left on the desks. When the teacher noticed this issue, she clarified the direction and collected unneeded materials. 	Improvement Needed

	<ul style="list-style-type: none"> ○ 34:13- Notices that Ss are cutting and playing with their cups. Clarifies the activity Collects cups, continues to pass out papers. Reminds Ss who is working with a partner and who is working alone 	
3.2 Managing Student Behavior	<ul style="list-style-type: none"> ● Ss comply with behavioral expectations in the classroom when moving through the room ● No evidence of significant behavior concerns between students as they work together. ● 38:48 When one issue arose between Levi and girl w/ red bow, teacher tells her to “Ignora lo y orita te doy una tapa” to ignore it and that she would give her a top. ● 39:08- Do we have to color if we don't want to? T- Yo quiero que hagan un dibujo. No colorear pero un dibujo. Lila makes face and doesn't appear to want to. T- Lila. Lila responds and gets items from pencil box and starts drawing. ● Teacher redirects Ss behavior quickly by saying their name and getting their attention <ul style="list-style-type: none"> ○ 6:24- Rafael wiggling and rolling around on the carpet- Rafael mirame ● Teacher frequently circulates during partner/independent tasks to maintain student behavior and monitor for compliance with the directed task. 	Developing
3.3 Classroom Culture	<ul style="list-style-type: none"> ● Ss are engaged by the videos, but they aren't exactly relevant or meaningful to the students' lives but the students are entertained by the videos (pig trying to get a cookie, dog trying to pass guide dog school) ● During partner work, Ss work respectfully with their partners. Bilingual pairs work together and take turns speaking ● There is a respectful rapport between the students with each other, and teacher and students. Ss like to help the teacher. Ss refer to the teacher for help or direction when something is needed. ● 18:43 Teacher notices two students not collaborating and asks them if they have shared responses. One student responds “No, he isn't sharing with me.” ● When redirected by teacher, Ss respond and comply. No evidence of disrespect (Rafael 6:25, Kaidenee 15:50, Henley 30:09, Levi 36:17) 	Developing