

## T-TESS Observation Evidence Sheet 5<sup>th</sup> Grade Math Lesson

**Domain: Instruction**

Dimension	Evidence	Rating
Achieving Expectations	<p>The teacher asks the students to choral read the objective twice for the lesson which is posted on the white board. The students read, <i>"I will be able to classify quadrilaterals based on the sides/angles AND calculate the sides/angles."</i> The teacher also revisits the objective at least once during the lesson and at the end of the lesson. The teacher emphasized the vocabulary that the students needed to know in order to accomplish the objective. The pre-requisite vocabulary that the students will need in order to be successful were listed as: sides, angles (right, obtuse, acute), pairs, congruent, adjacent, opposite, parallel. The state standard was posted on the white board along with the objective and the purpose for the day's lesson. Based upon the teacher's verbal feedback to the students while circulating during the partner activity, there is some evidence that some students were mastering the objective. It was not evident that most students demonstrated mastery of the objective although the anecdotal evidence indicated that the students' responses were correct. The part of the lesson that would have shown clear evidence of mastery (the rotation stations) was cut short. There was not an observable, quantifiable comprehensive assessment that captured every student's mastery. The teacher did anticipate some student mistakes and encouraged them to self-monitor by allowing them to make adjustments to their white note cards as the lesson progressed and justify their changes to their partners. The teacher provides opportunities for students to self-correct mistakes. For example, at one point a student gave an incorrect response to a question about the size of an angle and the teacher responded, <i>"I want you to use what you know about angle measurements and decide if that answer is a reasonable answer."</i> The teacher goes on to prompt the student by saying, <i>"What do you know about an angle that measures 123 degrees?"</i> The teacher prompts the student to do a little more scratch work and the student figures it out.</p>	<b>Proficient</b>

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Content Knowledge and Expertise	<p>The teacher displays accurate knowledge of the content as evident in her ability to provide examples during the lesson and make connections between mathematical definitions and some real life concepts. (i.e., <i>the shopping example, classifications with eye glasses, hair color, the architectural reference, etc.</i>) The teacher uses a few subject specific instructional strategies to enhance student content knowledge such as the use of manipulatives, the kinesthetic learning with the bag of classifying/marketing the angles on the sides and the dots, and the rotation stations. There were some English language arts connections to synonyms and similarities and identifying words that sounded alike. The teacher brought in other vocabulary words and highlighted concepts with other ideas such as synonyms, corners, vertex, rhombus, etc. making a <b>limited</b> connection to related content. Since the lesson focused on classifying quadrilaterals, the teacher modeled her own analytical thinking and provided opportunities for students to think analytically as well when she said, <i>“Start with the green shape first. Classify using the yellow cards. Don’t forget to think out loud and think analytically. Analyze, talk through, use your blue cards to help you.”</i> The teacher does anticipate possible student misunderstanding and provides a model of her expectations in order to help mitigate this and encourages students to respond to questions with the opportunity to adjust their responses after instruction and time for reflection while justifying any changes made.</p>	<b>Proficient</b>
Communication	<p>Nearly all of the teacher’s high frequency of probing questions were directly linked to the lesson objectives and helped to clarify/extend student learning: <i>“What kind of intersecting happens with right angles?” “Can you think of another word to describe those?” “Does it sound reasonable that this answer is 49 degrees?” “Do you agree with her answer of 110 degrees?” “What do you notice?” “Can you give me a similarity of these two?” “Tell me what you know about this word: adjacent.” “How did you figure out that it matches?” “What do you know about this term?” “So, why did we go through all these vocabulary terms?” “What is congruent?” “How many angles do you notice?” “Can you think of another word for angle?”</i> Several times there were instances when the teacher asked students to justify their solutions and answers and asked additional probing questions after their responses such as, <i>“Why did you choose that? Tell me why.” “Tell me about what you chose.” “Can both of those girls go to the same school? How do</i></p>	<b>Accomplished</b>

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	<p><i>you know?"</i> The structure of the lesson allowed/encouraged students to communicate with each other and the teacher. The teacher anticipates possible student misunderstanding and provides a model of her expectations in order to help mitigate this and encourages students to respond to questions with the opportunity to adjust their responses after instruction and time for reflection while justifying any changes made. At one point she provides clear guidance for a student following misunderstanding and an incorrect response by telling them, <i>"I want you to use what you know about angle measurements and decide if that answer is a reasonable answer."</i> The teacher goes on to prompt the student by saying, <i>"What do you know about an angle that measures 123 degrees?"</i> The teacher prompts the student to do a little more scratch work and the student figures it out. Another example of the teacher anticipating student misunderstanding is spotlighted when she begins an explanation with, <i>"Give me those eyes. I need you to give me your eyes.....watch this example...."</i></p>	
Differentiation	<p>The teacher differentiated the instructional methods by having students use tactile manipulatives, color cards for marking angles and sides and the rotation learning stations. During the lesson students were instructed on the same content with a variety of methods. It was evident that many of the students knew and understood the math vocabulary terms at the beginning of the lesson. During the lesson the teacher used questions and academic feedback to monitor instruction and participation. <i>"I like how you used math terms when you did that."</i> <i>"Very good giving me the exact description of a right angle."</i> <i>"Tell me how you know about this word."</i> The variety of activities provided the teacher with some opportunities to assess student learning (cards, tactile manipulatives, and completion of one rotation station).</p>	<b>Proficient</b>
Monitor and Adjust	<p>The teacher monitors and adjusts activities and instruction to respond to student needs. The teacher reviewed math vocabulary terms at the beginning of the lesson. Since this was a review, many of the terms were already fluent for the students. The amount of time spent on the vocabulary review had a direct impact on the amount of time for students to complete the group learning stations. The teacher initially planned for students to participate in 4 stations and hoped they would complete 2 stations, but only</p>	<b>Proficient</b>

Dimension	Evidence	Rating
	<p>1 station was ultimately completed due to the time. During the lesson the teacher circulated and asked questions to monitor student understanding and engagement. <i>“What did you notice?” “How many angles do you notice?” “Can you think of another word to describe those?” “Tell me what you know about this word: adjacent.”</i> Examples of academic feedback that were given were, <i>“I like the way you used congruent.” “She noticed that all quadrilaterals have four sides.” “Very good giving me the exact description of a right angle,”</i> and <i>“I like the way you used math terms when you did that.”</i> During some of the partner/paired activities, the students had the opportunity to give academic feedback to one another. In addition, the teacher circulated during the paired activity... during the formative assessment piece with the blue note card and the crayon... During the station teaching, the teacher went to each and every pair of students to check for understanding. She asked them to tell you why or what they were thinking – again checking for understanding.</p>	

**Domain: Learning Environment**

Dimension	Evidence	Rating
<p>Classroom Environment, Routines and Procedures</p>	<p>The procedures and routines are clear and efficient with little transition time lost. Students moved around the room quickly with confidence and purpose showing no signs of confusion indicating it was part of their usual routine and done often. The teacher has the materials prepared for the math lesson ahead of time and placed in bags under students’ desks (quadrilateral cards, clipboards, manipulatives). This allows for no instruction time to be lost when moving from one activity to the next. Once the activity is complete, students place their materials back in the baggies. The seating arrangements and station locations are designed to engage students in group and partner work and allowed students the opportunity to successfully work on the lesson objectives of classifying quadrilaterals and finding missing angles. Students responded to the teacher’s expectations in regards to managing student groups, supplies and equipment as opposed to taking primary leadership and responsibility as evidenced by the teacher having to prompt students to move and put materials away.</p>	<p><b>Proficient</b></p>

Dimension	Evidence	Rating
Managing Student Behavior	<p>The teacher circulates during the group work to monitor student behavior and understanding. Due to the students appropriately behaving during the whole group and group work it is evident that students understand and respect the classroom behavior standards. The teacher used various strategies to refocus students and transition during the lesson (i.e., the teacher counted down and consistently provided feedback to students about their behavior...<i>“Quickly, take everything back to your seat before I get to zero.... and I’m starting with 5, 4, 3,2,1....Israel, a little faster.....</i> ). <i>Materials were available for students under their desks to maximize time on task and manage student behavior.</i></p>	<b>Accomplished</b>
Classroom Culture	<p>The activities and grouping structures engaged students in relevant and meaningful learning. At the end of the lesson the teacher displayed architectural structures to help students see real world connections to the math lesson. Students worked collaboratively within groups and were encouraged to provide positive feedback to their partner when the teacher said, “Compliment your partner.” The teacher also uses the girls as an example in the room to help engage students in the lesson by prompting their interests and connects a ‘shopping’ experience for relevancy. Students worked cooperatively in groups and provided appropriate feedback and encouragement to each other (i.e. teacher said, <i>“I didn’t hear you compliment your partner. I want to make sure you get an opportunity to compliment your partner.”</i> Student says, <i>“Good job, James!”</i> Then the teacher said, <i>”Jontrelle, I heard you say....I like the way you did a good job complimenting him and telling him what you liked. Whatever station you were at, you need to score your partner based on how well you accomplished what you were supposed to accomplish. When you are done, put your pencil down and look up at me.”</i></p>	<b>Accomplished</b>