

TNTP Evidence: Classroom Observation Report

Teacher Name	Unknown
Time of Day	Morning Meeting/Attendance Routine

Observation Notes

Use this section to record your notes (running record) for the observation.

NOTES
<p>T: Let's observe our chart (Ss in circle)</p> <p>S: There's 20!</p> <p>T: How do you know there are 20?</p> <p>S: It's like yesterday.</p> <p>T: But how do you know there's 20?</p> <p>S: Because it's 10 and 10 (S showing with fingers)</p> <p>T: So, 4 groups of 5 are what? They're complete, right?</p> <p>Don't show me, tell me, which group is a complete group?</p> <p>S: The apples, the apples have five.</p> <p>T: If the apples have 5 and they are above the peaches, how many do the peaches have? Yes, they have 5 too. Who else has 5?</p> <p>S: The kiwis!</p> <p>T: I'm asking myself, if kiwis have 5, how many do lemons have?</p> <p>Ss: 5</p> <p>T: How do you know they have 5 as well?</p> <p>S: The lemons</p> <p>T: How do you know they have 5?</p> <p>S: None of them are missing.</p> <p>T: You are correct! Not a single one is empty! But look, how can I change the number? Twenty is written with a two and a zero, but to add to 20 I don't add 20, I need to do something else. If I want to say there are 20, how many in this top row? How many are here?</p> <p>Here are 5, here 5, what did we say 5+5 is?</p> <p>Ss: 10!</p> <p>T: If there are ten above, how many are below? 10 as well. And look, 10 plus 10 equals 20. Victor, can you count to make sure there are 20 of us? We saw it on the chart, but we are verifying.</p> <p>(Victor counts, gets to 19)</p> <p>T: Who's left to count?</p> <p>S: (counts himself) 20!</p>

Observation Ratings (1 = Ineffective; 2 = Approaching Developing; 3 = Developing; 4 = Proficient)

COMPETENCY	RATING
Essential Content	3
Math Language Development	2
Owning the Learning	2
Integrated, Cohesive Learning	3

Observation Evidence

In this section, provide a summary of the objective evidence gathered during your classroom observation in support of the rating assigned for each competency.

ESSENTIAL CONTENT	RATING: 3
Evidence Summary	
<ul style="list-style-type: none"> The concepts that students explored during this attendance time are appropriate for PreK classrooms: counting, above, below, equal groups, adding, empty, observe, verify, and compare. The lesson was worked into a morning routine, and less of a deep dive into content. We don't see deep engagement around the standards, but we do see meaningful practice of several standards. Students were being asked to compare groups and conclude that they were equal. For example, all had 5 and the top and bottom rows had equal amounts. Students were to draw conclusions about the total group based on what they observed. Questions were appropriate for the age of students in the classroom. Students could provide answers (sometimes with scaffolded support) individually and occasionally as a whole group. Given the limitations of this clip, we can only see some or most students engaging in the lesson. 	
1a: 3	
1b: 3	
1c: 3	
Overall: 3	

MATH LANGUAGE DEVELOPMENT	RATING: 2
Evidence Summary	
<ul style="list-style-type: none"> Some children were asked math-specific questions and could respond. There was a mixture of individual and whole-group response. There were missed opportunities for students to ask questions of their own, or talk to their peers about their math observations. Children sometimes communicate accurately using math vocabulary, though the teacher takes most of the lead when presenting and using vocabulary. Target vocabulary includes: above, below, verifying, observe, how many, complete, groups. There are missed opportunities for the teacher to prompt students to use vocabulary more on their own. 	

OWNING THE LEARNING	RATING: 2
Evidence Summary	
<ul style="list-style-type: none"> Some children own the math learning by answering the teacher's questions during the attendance routine. The teacher led a chunk of the learning (talking about specifics of the number 20) that students could have taken the lead on. From students we could see on the video, some students were working to answer questions that the teacher presented, but there were also some students who did not need to engage throughout the attendance routine. 	

- The teacher requires student perseverance by re-asking questions when students don't get to the correct response or an aligned response, putting the work back on students who are responding to her questions. These opportunities are limited to the small subset of students who answer individual questions.

INTEGRATED, COHESIVE LEARNING	RATING: 3
Evidence Summary	
<ul style="list-style-type: none"> • Though this video is not of a math-specific time, there are many math opportunities integrated intentionally into the attendance-taking routine. • The teacher found many opportunities to ask about math concepts related closely to the taking of attendance—groupings, counting, comparing, adding, and more were integrated quickly into a 3 minute morning routine. 	

Key Lever:
Rationale: