Testing 1, 2, 3….. Testing 1, 2, 3

More testing 1, 2, 3… tell me more!

Using the response area provided, describe in five words or less, a holiday favorite that you make sure is part of your celebration. This can be decorations, events, etc!

Agenda

- 12:30-2pm
  - New supervisors and supervisors with more than a semester gap in service*
- 2:30-4pm
  - All supervisors (new & veteran)
- 4-4:30pm
  - Onboarding and adjuncting information

This semester's experiences...

I think it helps to consider the structures this semester to help with the upcoming semester. Help me by answering this question….

What was the modality of the school for your student teacher?
If none, that's ok!

- *Fully online*
- *Hybrid (part online; part face to face)*
- *Face to face with opt-out for learners*

Your supervisor experience

It's also helpful to know how you supervised.

In what modality did you do you conduct your observations of your student teacher?

Pick the option that most closely applies to you.

- Virtual observations
- Face-to-face observations
- Blend of face-to-face and virtual observations

Domain 2 or 3?

We'll be discussing Domain 2 and 3 today so I thought I would do a fast review to get in the evaluation mindset. I'll give you a statement then you tell me what Domain it is….

When a student completes a problem on the board, the teacher corrects the student's work without explaining why.

Answer

3d USING ASSESSMENT IN INSTRUCTION

Assessment of student learning plays an important new role in teaching: no longer signaling the *end* of instruction, it is now recognized to be an integral *part* of instruction. While assessment *of* learning has always been and will continue to be an important aspect of teaching (it's important for teachers to know whether students have learned what teachers intend), assessment *for* learning has increasingly come to play an important role in classroom practice. And in order to assess student learning for the purposes of instruction, teachers must have a "finger on the pulse" of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.

The teacher does not encourage students who are struggling.

Answer

2b ESTABLISHING A CULTURE FOR LEARNING

A "culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

The teacher repeatedly attempts to get students attention; some ignore it. No action is taken by the teacher to address it.

Answer

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

In the course of a presentation of content, the teacher asks students, "Can anyone think of an example of that?"

Answer

3a COMMUNICATING WITH STUDENTS

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where amplification is important to the lesson, skilled teachers embellish their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students (for example, in an inquiry science lesson) to encourage them to think on their own, but what information they do convey is accurate and reflects deep understanding of the content. And teachers' use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students.

Classroom environment looks very different this year so let's consider how we capture it in a pandemic structure.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a Creating an Environment of Respect and Rapport
· Teacher interactions with students, including both words and actions
· Student interactions with other students, including both words and action

2b Establishing a Culture for Learning
· Importance of content and of learning
· Expectations for learning and achievement   · Student pride in work

2c Managing Classroom Procedures
· Instructional groups   · Transitions   · Materials and supplies
· Performance of classroom routines
· Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
· Expectations   · Monitoring of student behavior
· Response to student misbehavior

2e Organizing Physical Space
· Safety and accessibility
· Arrangement of furniture and use of physical resources

Feeling techie?

I created a Jamboard where we can place our ideas. If not, ready that's ok. But you just go to the link and follow these steps!

Step 1- select this

Sticky note

**Step 2- type here**

Cancel   Save

Step 3- Save & click out of note!

Brainstorming

You will be broken into breakout rooms. In these rooms you're asked to discuss the one component you were given. **Consider things you see or here during an observation that contribute to these components!** (If you need to, use the Framework as a reference)

Consider the pandemic structure- online, blended classroom, etc!
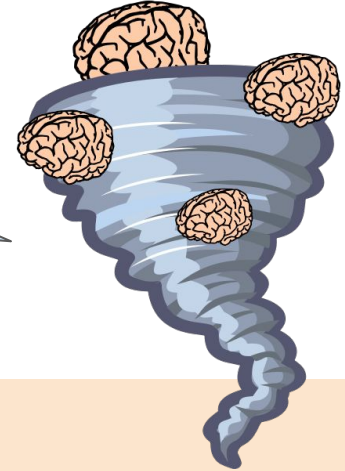
2a Respect & Rapport
2b Culture of learning
2c Classroom procedure
2d Classroom management
2e Organizing physical space

Students browse: www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for...

Pear Deck Interactive Slide
Do not remove this bar

Domain 2

Online synchronous examples

- Set virtual expectations w/non-verbal cues while learner is speaking
- Students self-assess their level of participation
- Use of class dojo to recognize good behavior
- Have a daily interactive agenda for learners
- Have students use emojis & raise hand function in class
- Use consistent labeling and clear organization when doing work

DOMAIN 3: INSTRUCTION

3a Communicating With Students
- Expectations for learning
- Directions for activities
- Explanations of content
- Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation

3c Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment
- Response to students
- Persistence

Teaching content looks different too. A teacher may be teaching online and face-to-face concurrently or do one of the two. So how do we shift what we look for?

More brainstorming

You will be broken into breakout rooms again. **Consider things you see or here during an observation that contribute to these components!** (If you need to, use the Framework as a reference)

3a Communicate (content)
3b Question & discussion
3c Engage students
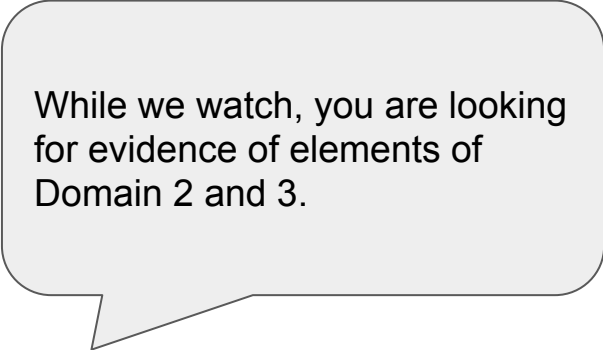3d Using assessments
3e Flexibility & responsiveness

Domain 3

<u>Online synchronous examples</u>

- Use blended tools for instruction (video, visuals, audio)
- Have students share thinking with whiteboard (virtual or in hand)
- Use popsicle sticks to call on students online & prompt student-student conversation
- Use virtual tools that allow for sharing ideas and discussing- Jamboard, Flipgrid, etc
- Utilize chat box or other communication platforms where students can share thoughts, answers, reactions
- Use breakout rooms or small group instruction to engage learners
- Have students use hand signals to show agreement/disagreement with the student speaking
- Use polls and quick quizzes intermittently during teaching

Domain 2 & 3 in action

Context

- Grade 3
- Online synchronous
- Objective: Use different strategies to add numbers within 1000
- Instructional model: Three phase (inquiry with problem solving)
- Resource: https://gfletchy.com/downsizing-tomatoes/

While we watch, you are looking for evidence of elements of Domain 2 and 3.

Share your thoughts

● What evidence did you see relevant to Domain 2 & 3?
● What types of things might you write on a formal observation based on what you saw?

Use the Peardeck response area below or you can add ideas to the chat.

Observation Reminders

- Do ask for and expect a thorough (3-4 page) lesson plan.
- Be detailed enough that a 3rd party would know how things are going
  - Ie. If it's "glowing" we won't know there are any problems!
- Be specific focusing on strengths and areas for improvement
- Be directly tied to observation or evidence
- Include "Danielson words" to help identify performance level later
- Build on the previous observation
- Include mentor teacher input
  - You see the student teacher once every two weeks. They work with them every day. Include conversation points to help monitor and document progress

Rate the statement

I gathered a few examples to use to show you what I mean. Be ready to give each a thumbs up or thumbs down via Peardeck. If in doubt use a hand signal.

Do you agree or disagree with the format of the response?

The student teacher's lesson plan was aligned with the appropriate New Jersey Student Learning Standards for Grade 3. In the reflection the student teacher realized that the terminology she used in direct instruction differed from the Envision Math textbook.

The student teacher and her mentor teacher expect orderly classroom type behavior, even though students are online. For example, students are reminded and expected to raise their hands rather than calling out answers. Most students comply with this expectation

Students used appropriate social skills to interact positively and effectively during the lesson

During the lesson, the student teacher paused to inquire about students' understanding of the material (ex: "Does anyone know why it was called the Atlantic Slave Trade?; What does the word auction mean? Why were slave codes necessary?") Students were invited to share their thoughts and ideas via the chat feature or audible response.

Evaluation Reminders

- Refer to the Danielson Framework **rubric**!

- Use the **Initial Progress Report** to indicate any early signs of problems! Scores of "1" are an indicator of struggle.

- Remember what scores mean….
  - 1- not present or needs major work (unsatisfactory)
  - 2- basic, inconsistent w/understanding but spotty implementation typical of a novice teacher
  - 3- proficient, consistent performance expected of that of a tenured teacher

Odds and Ends

There's a few more items that don't fall into a specific area but are useful! So bear with me for the next few random items...

Attendance for the student teacher

- Candidates are expected to attend unless there is a "major event" or illness. (A vacation, job interview, picking up children is not "major".)
- Candidates that are too sick to attend or risk others getting sick should not attend.
- Candidates must notify you of an absence ASAP.
- Absences must be made up and will impact the end of student teaching date.

Attendance for the supervisor

- Bi-weekly visits should be planned
- Visitation is a **complete** lesson
- If you are unable to attend due to illness, reschedule with the candidate as soon as possible
- Alert the Field Director if there is a need for an extended absence (we should know if you are unavailable)
- Follow the recommended calendar in the handbook
- Plan on "live" observation either done on site or virtually

Meet & Greet

University Supervisor

Observation 1 | Observation 2

Initial progress report with ratings

Observation 3 | Observation 4

Midterm Evaluation with ratings

Observation 5 | Observation 6

Final Evaluation with rating & grade

Mentor Teacher

Observation 1

Observation 2

Midterm Evaluation

Observation 3

Observation 4

Final Evaluation
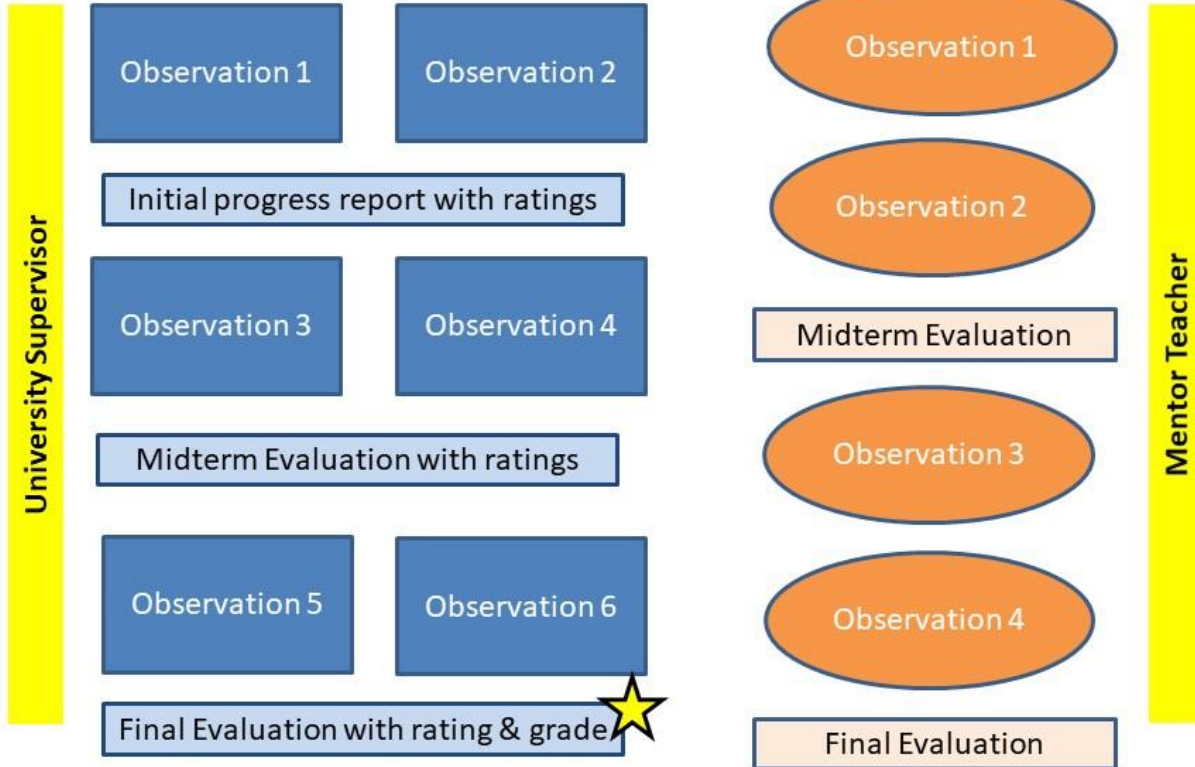
It's important you follow this visual pacing. This ensures that we have accurate & well-informed evaluations!

FCP evaluation structure

**Observations are of non-edTPA lessons.

Virtual observation logistics

It's likely you'll be doing virtual observation. You'll need to:

● Determine the structure that works best for your student teacher's setting
● Discuss *privacy considerations* at the first meeting (Meet & Greet)
● All student teachers have access to a Zoom account and may use it to "Zoom" you in
● All student teachers have access to necessary equipment including an iPad mini & Swivl base. *The Swivl app allows live observation via Zoom!
● A student teacher may use another platform if the school prefers it such as Google Meeting (*it will require access)

Share questions or comments!

Virtual observation protocol

- Student teacher sets up Swivl & Zoom, or other platform, for observation
- Student teacher coordinates day/time of virtual observation in advance of visitation including Zoom details (*alt tech can be used if school district allows access) with consideration for when post-conference will take place.
- Attend lesson via live stream option through Swivl app & Zoom session or alternate platform per school guidelines
- Set up and hold a post-conference Zoom meeting with ST including time to consult with the mentor (at same time or later)

Updated Spring 2021 Calendar

- **Spring Break for Stockton (3/14-3/21)** shifted into winter break. Semester begins 1/25. This has *NO impact on student teaching*. They begin as scheduled on January 4th.
- **Projected last day of student teaching is April 16, 2020** unless absences, delayed observation/evaluations, or delayed start to student teaching require additional days of student teaching)
- **Grades due by May 3, 2020** in GoPortal

Update as of 12/9/2020

Calendar Spring 2021

Supervisor		Important Dates	Mentor Teacher	
Date	Visit/Observation	January 2021	Date	Visit/Observation
1/4-1/8	Meet and Greet	1/1 New Year's Day		
1/11-1/22	1st Observation by Supervisor	1/4 School starts	1/11-1/29	1st Observation by MT
1/25-2/5	2nd Observation by Supervisor & Progress Report	1/18 Martin Luther King Day		
		February 2021		
2/5	Progress Report	2/15 President's Day		
2/8-2/19	3rd Observation by Supervisor		2/1-2/19	2nd Observation by MT
	edTPA window			
	edTPA window		2/19	Midterm Evaluation
2/22-3/5	4th Observation by Supervisor		2/22-3/12	3rd Observation by MT
		March 2021		
3/5	Midterm Summary Performance Review by Supervisor	3/14 - 21 Stockton Spring break (STe do not take)		
3/8-3/19	5th Observation by Supervisor		3/15-4/2	4th Observation by MT
		April 2021		
3/22-4/9	6th Observation by Supervisor	4/8 Final day to withdraw from course with a W grade.		
4/12-4/16	Final Performance Review by Supervisor		4/12-4/16	Final Performance Review by MT
4/16	Final Day of Student Teaching (Unless absences, delayed observation/evaluations, or delayed start to student teaching require additional days of student teaching)	4/4 Easter Sunday	4/16	Final Day of Student Teaching (Unless absences, delayed observation/evaluations, or delayed start to student teaching require additional days of student teaching)
		May 2021		
5/3	Post final grade in Go Portal (must have all observations & evaluations complete)			
		5/7 Term Ends		
		5/14 Commencement		

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Onboarding and Adjuncting information

Adjunct details

As an adjunct you will have:

- GoPortal
  - Class list and student information
  - Attendance
  - Final grades
  - Blackboard link
- Blackboard
  - Contains "course" information
  - Can add any additional materials, information, etc that you wish

GoStockton Portal Login

go STOCKTON
WEB PORTAL UNIVERSITY

The goStockton Portal is your online gateway to a variety of self-service tools.

➔ Login to goStockton Portal

Adjunct state-of-mind

- You serve as the lead with your student teacher
- You keep the pacing of the semester based on the student teaching calendar
- You see that the structure is followed- your "syllabus" is the student teaching handbook
- You are our first line of defense if there's a problem
- You report when there are delays or issues we should be aware of

Time to go! But not without your thoughts….

Tell me one thing you'll make a mental note to do to help make next semester successful. **Feel free to add any thoughts about today's virtual training & any questions you still have. I'll respond!