

New University Supervisor Training

By Norma Boakes

Program Coordinator

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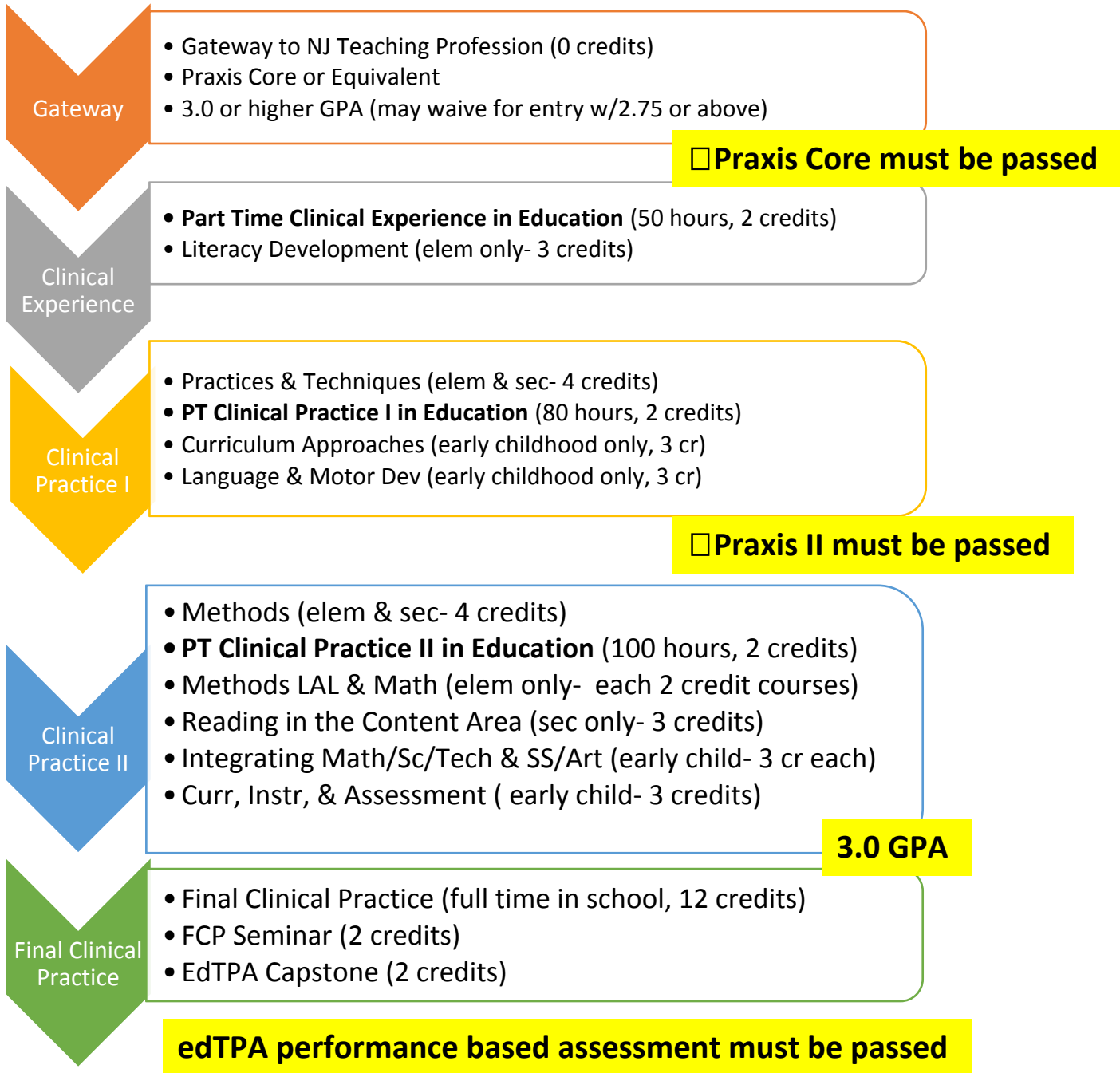
Introductions

Take a moment to list a few things about yourself in the chat area of Zoom. No need to be formal. Say....

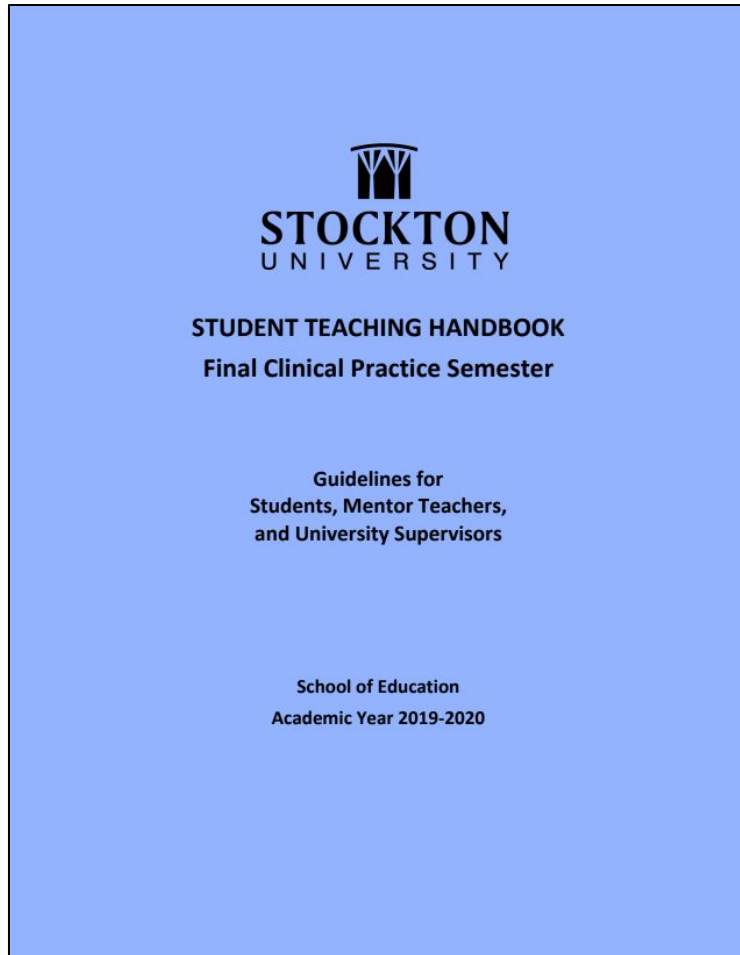
- Approx # of yr experience
- Content area specialities
- PK-12 experience
- Any higher ed experience

What it takes
to be ready
for student
teaching.....

B- or better in all
courses



Your best guide to get you started....



Part III Guidelines for the University Supervisor

A University supervisor is an experienced teacher and/or school administrator who has recently worked in the public schools and/or has recently supervised student teachers in the public schools.

The University supervisor

1. Is employed by the Stockton University of New Jersey for the purpose of supervising the student teachers; he/she may be a member of the University faculty
2. Accepts the responsibility for the guidance of one or more student teachers
3. Recognizes sound teaching practices and can articulate their philosophies, purposes, and methods
4. Shows a desire to grow professionally himself/herself and to promote the professional growth of novice teachers
5. Has at least a master's degree in education (e.g., teaching of a subject area or grade level, school administration, supervision and curriculum)
6. Has at least five years of successful, full-time classroom teaching experience
7. Has at least three years of successful supervision of instruction or comparable experience in a specific field
8. Understands the principles of planning, evaluation, supervision and curriculum development
9. Familiarity with the Danielson Model of Evaluation, the SGO, SGP, Common Core, and state standards

I. Before Student Teaching

- A. At the mandatory student teaching meeting, confer with the student teacher to clarify procedures and to develop a rapport before the student teacher leaves campus to begin student teaching.
- B. Make sure the student teacher has the necessary information to make contact with you; make sure you use your Stockton.edu email address.
- C. Make sure that you have an active **Task Stream** account and are able to access the Stockton GO Portal System.

II. Supervision of the Student Teacher

- A. Visit the school and the cooperating teacher(s) at the beginning of student teaching. This is the *Meet and Greet Session*; reserve at least an hour for this meeting, as there are many

School of Education

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Office Information
Room: J-201
(609) 652-4688
(609) 626-5528 FAX
soe@stockton.edu

University Supervisor and Mentor Teacher Resources for Student Teaching Semester

- [Calendar](#)
- [Student Teaching Timeline for the Traditional Model](#)
- [Student Teaching Timeline for the Co-Teaching Model](#)
- [Grading Policy](#)
- [Student Teaching Handbook](#)



University Supervisors - Forms and Materials

Student Teaching Forms

Training Materials

Additional Resources (Travel and edTPA Form)

Mentor Teachers - Forms and Materials

Student Teaching Forms

Training Materials

W-9 Tax Form

<http://tinyurl.com/TEDUSupervisor>

Danielson's Framework

Student Teaching Calendar

In the Appendices of the Student Teaching Handbook



Update as of 12/9/2020

Calendar Spring 2021

Supervisor	
Date	Visit/Observation
1/4-1/8	Meet and Greet
1/11-1/22	1st Observation by Supervisor
1/25-2/5	2nd Observation by Supervisor & Progress Report
2/5	Progress Report
2/8-2/19	3rd Observation by Supervisor
	edTPA window
	edTPA window
2/22-3/5	4th Observation by Supervisor
3/5	Midterm Summary Performance Review by Supervisor
3/8-3/19	5th Observation by Supervisor
3/22-4/9	6th Observation by Supervisor
4/12-4/16	Final Performance Review by Supervisor
4/16	Final Day of Student Teaching (Unless absences, delayed observation/evaluations, or delayed start to student teaching require additional days of student teaching)
5/3	Post final grade in Go Portal (must have all observations & evaluations complete)

Important Dates

January 2021
1/1 New Year's Day
1/4 School starts
1/18 Martin Luther King Day
February 2021
2/15 President's Day
March 2021
3/14-21 Stockton Spring break (S.T.E. do not take)
April 2021
4/8 Final day to withdraw from course with a W grade.
4/4 Easter Sunday
May 2021
5/7 Term Ends
5/14 Commencement

Mentor Teacher

Date	Visit/Observation
1/11-1/29	1st Observation by MT
2/1-2/19	2nd Observation by MT
2/19	Midterm Evaluation
2/22-3/12	3rd Observation by MT
3/15-4/2	4th Observation by MT
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)



You use this to pace your semester including your work and monitoring the mentor teacher's progress.

Capturing student teacher's abilities

University supervisor

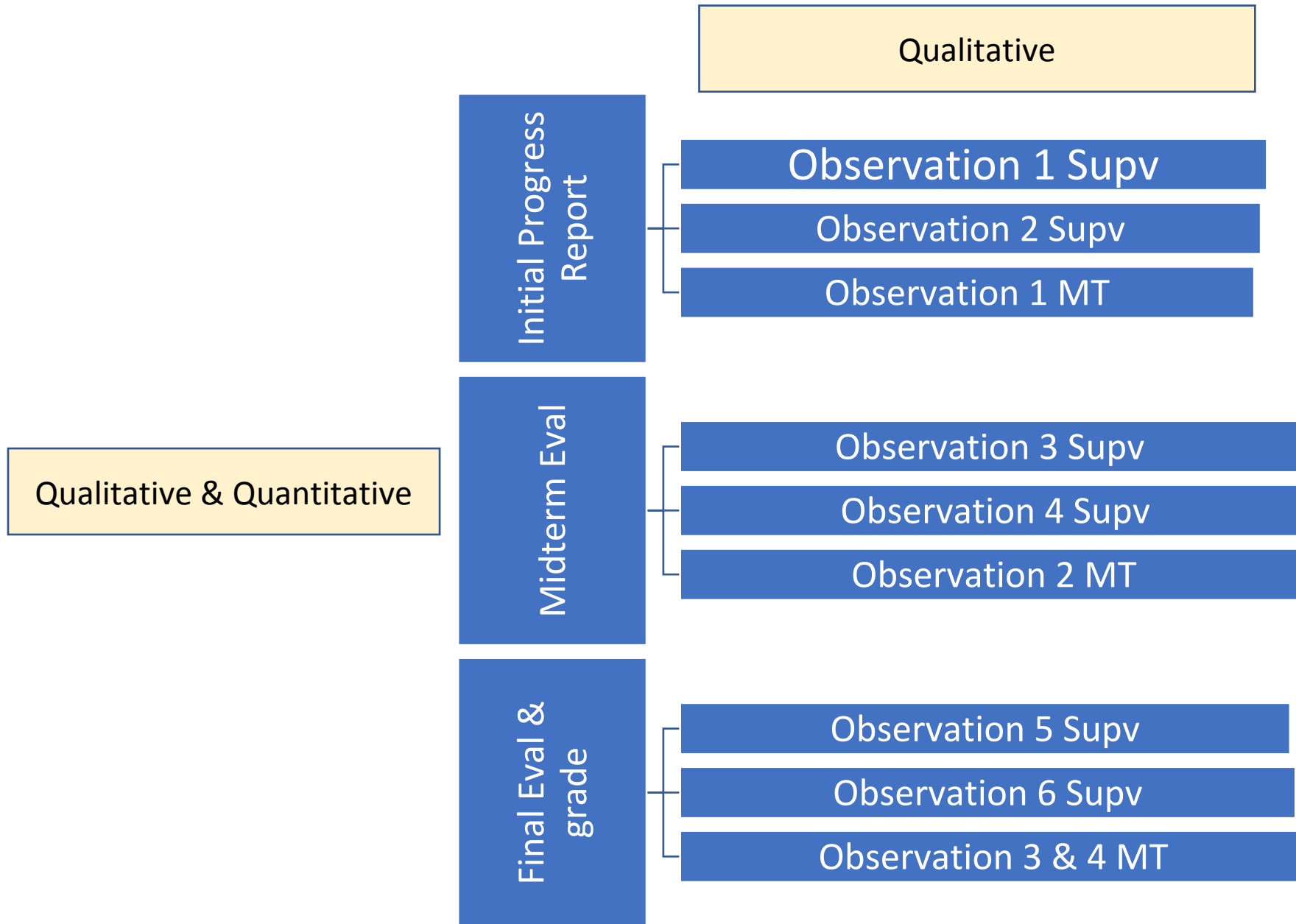
- Meet & Greet
- 2 formal observations
- Initial Progress Report (after 2nd visit)
- 2 formal observations
- Midterm evaluation (after 4th visit)
- 2 formal observations
- Final evaluation (after 6th visit)

Mentor teacher

- 2 formal observations
- Midterm evaluation
- 2 formal observations
- Final evaluation

Student teacher

- 4 lesson plans & post-reflections for teacher
- 6 lesson plans & post-reflections for supervisor
- Mini SGO (done as part of seminar course)
- edTPA (monitored in edTPA capstone course)



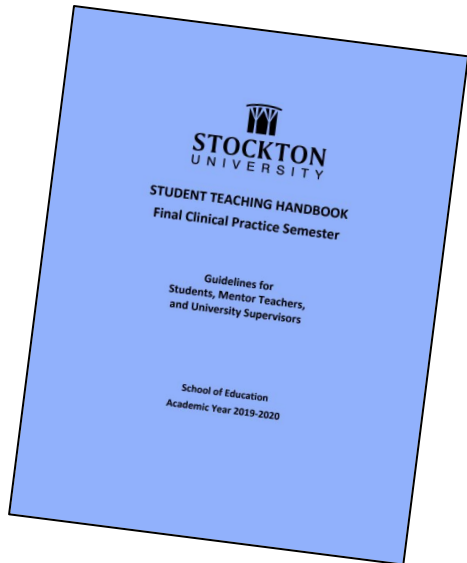
Each of the observations and feedback from the mentor teacher are used to help you judge overall performance during the 3 “checkpoints” built into the semester.



Meet & Greet

This is your first official meeting with the mentor teacher and student teacher. What should be covered?

- Expectations- student & mentor
- Review of format (traditional or co-teaching)
- Discussing a phase in schedule for the student based on format (traditional or co-teaching). (*See Handbook for suggested pacing.*)
- Reviewing calendar of observations & accessing work on Taskstream (*Make sure the mentor has signed up for and can access Taskstream to fill out observation.*)
- Requirements for observations (mentor & supv)
- ***NEW- logistics of virtual observations***
- What to do in the case of absence or change of schedule for observation



Working with the Student Teacher

- Communicating regularly
- Arranging visits (virtual or face to face)
- Reviewing lessons before visits
- Observing teaching (virtual or face to face)
- Regular conferencing on progress
- Advising and coaching on effective practices
- Encouraging self reflection & goal-setting
- Monitoring pacing to complete edTPA



Working with the Mentor Teacher



- Acclimating to Taskstream & evaluation structure
- Regular conversation during visits to gauge and document student progress
- Providing guidance on how to support their student teacher
- Coordinating visits to classroom (**virtual or face-to-face**)
- Addressing concerns raised
- Tracking and reviewing mentor teacher observations & evaluations

THE FRAMEWORK FOR TEACHING EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

Evaluating your student teacher

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

Teachers don't teach content in the abstract; they teach it to *students*. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.

The elements of component 1b are:

Knowledge of child and adolescent development

Children learn differently at different stages of their lives.

Knowledge of the learning process

Learning requires active intellectual engagement.

Knowledge of students' skills, knowledge, and language proficiency

What students are able to learn at any given time is influenced by their level of knowledge and skill.

Knowledge of students' interests and cultural heritage

Children's backgrounds influence their learning.

Knowledge of students' special needs

Children do not all develop in a typical fashion.

Indicators include:

- Formal and informal information about students gathered by the teacher for use in planning instruction
- Student interests and needs learned by the teacher for use in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share their heritages
- Database of students with special needs

1b DEMONSTRATING KNOWLEDGE OF STUDENTS

UNSATISFACTORY • LEVEL 1

The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.

CRITICAL ATTRIBUTES

- The teacher does not understand child development characteristics and has unrealistic expectations for students.
- The teacher does not try to ascertain varied ability levels among students in the class.
- The teacher is not aware of students' interests or cultural heritages.
- The teacher takes no responsibility to learn about students' medical or learning disabilities.

POSSIBLE EXAMPLES

- The lesson plan includes a teacher presentation for an entire 20-minute period to a group of 7-year-olds.
- The teacher plans to give her ELL students the same writing assignment she gives the rest of the class.
- The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students.
- And others...

BASIC • LEVEL 2

The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.

- The teacher cites developmental theory but does not seek to integrate it into lesson planning.
- The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."
- The teacher recognizes that students have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.
- The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.

- The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students.
- In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class.
- Lesson plans make only peripheral reference to students' interests.
- The teacher knows that some of her students have IEPs, but they're so long that she hasn't read them yet.
- And others...

The Framework for Teaching Smart Card (a useful reference and noted on all observations)



Let's stop and peruse the handbook!

THE FRAMEWORK FOR TEACHING

DOMAIN 1: PLANNING AND PREPARATION

- 1a Demonstrating Knowledge of Content and Pedagogy**
 - Content and the structure of the discipline
 - Prerequisite relationships
 - Content-related pedagogy
- 1b Demonstrating Knowledge of Students**
 - Child and adolescent development
 - Learning process
 - Students' skills, knowledge, and language proficiency
 - Students' interests and cultural heritage
 - Students' special need
- 1c Setting Instructional Outcomes**
 - Value, sequence, and alignment
 - Clarity
 - Balance
 - Suitability for diverse students
- 1d Demonstrating Knowledge of Resources**
 - For classroom use
 - To extend content knowledge and pedagogy
 - Resources for students
- 1e Designing Coherent Instruction**
 - Learning activities
 - Instructional materials and resources
 - Instructional groups
 - Lesson and unit structure
- 1f Designing Student Assessments**
 - Congruence with instructional outcomes
 - Criteria and standards
 - Design of formative assessments
 - Use for planning

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

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

- 4a Reflecting on Teaching**
 - Accuracy
 - Use in future teaching
- 4b Maintaining Accurate Records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c Communicating with Families**
 - Information about the instructional program
 - Information about individual students
 - Engagement of families in the instructional program
- 4d Participating in a Professional Community**
 - Relationships with colleagues
 - Involvement in culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f Showing Professionalism**
 - Integrity and ethical conduct
 - Service to students
 - Advocacy
 - Decision-making
 - Compliance with school and district regulations

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

Danielson in Student Teaching

It's in the observations you do

Domain 1: Planning and Preparation

During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN I: Planning and Preparation

1a. Knowledge of content and pedagogy

- Knowledge of content and structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b. Knowledge of students

- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills
- Knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1c. Selecting instructional goals

- Value, sequence and alignment
- Clarity
- Suitability for diverse students
- Balance

1d. Demonstrating knowledge of resources

- Resources for classroom use
- Resources to extend content knowledge and pedagogy

1e. Designing coherent instruction

- Learning activities
- Instructional materials and resources
- Instructional groups
- Lesson and unit structure

1f. Designing student assessments

- Congruence with instructional
- Criteria and standards
- Design of formative assessments
- Use for planning

Details on each component can be found at:
Danielson Framework Reference

DOMAIN I: Planning and preparation

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component matches performance to date.

1a Demonstrating knowledge of content & pedagogy

Alignment:

EdTPA

Planning for content understandings- R1

Planning to support varied student needs- R2

InTASC 1& 4

- 1- In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable for the content.
- 2- The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited understanding of the relationships among topics.
- 3- The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches.

Level of Performance:

- 1 2 3

The evaluations at mid- and end of experience

DOMAIN 2: The Classroom Environment

During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 2: The Classroom environment

This domain should address each of the following components:

2a. Creating an Environment of Respect and Rapport

- Teacher interaction with students, both words and actions
- Student interaction with other students, both words and actions

2b. Establishing a Culture for Learning

- Importance of the content and of learning

2c. Managing Classroom Procedures

- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

2d. Managing Student Behavior

- Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- #### 2e. Organizing Physical Space
- Arrangement of furniture and use of physical space
 - Safety and accessibility

Details on each component can be found at:
Danielson Framework Reference

And in the mentoring & guidance along the way!



Documenting performance

The screenshot shows the 'Evaluate a program' page in TaskStream. At the top, there is a navigation bar with the TaskStream logo and user information (Richard Stockton, My Account, Logout, IM, Help). Below the navigation bar are tabs for 'FOLIOS & WEB PAGES', 'LESSONS, UNITS & RUBRICS', 'STANDARDS', 'COMMUNICATIONS', 'RESOURCES', 'ANALYTICS', and 'SHOW FEWER OPTIONS'. The main content area is titled 'Evaluate a program' and includes a 'Need Assistance?' link. There are three tabs: 'Author', 'Reviewer', and 'Evaluator'. A 'CUSTOMIZE DISPLAY' button is also present. Below this is a section for 'ALL ITEMS' with filters for 'EVALUATION REQUIRED' (1+) and 'AWAITING RELEASE!' (0). A card for 'DRF PROGRAM' is shown, featuring an owl icon and the title 'Student Teaching Spring 2019'. Below the title are filters for 'Evaluation Required' (1+), 'Awaiting Release' (0), and 'Reports'.



Don't worry! Short video tutorials will show you how this works! Go to supervisor resource site.



Evaluate a program

Author Reviewer **Evaluator**

CUSTOMIZE DISPLAY

ALL ITEMS

EVALUATION REQUIRED 0 AWAITING RELEASE! 0

DRF PROGRAM

Student Teaching Spring 2019

Evaluation Required 0

Awaiting Release 0

Reports

Supervisor View

Reports Evaluation Grid

PRINT EXCEL

uses for each author that you are able to evaluate. NOTE: The grid will only display items based on the search criteria

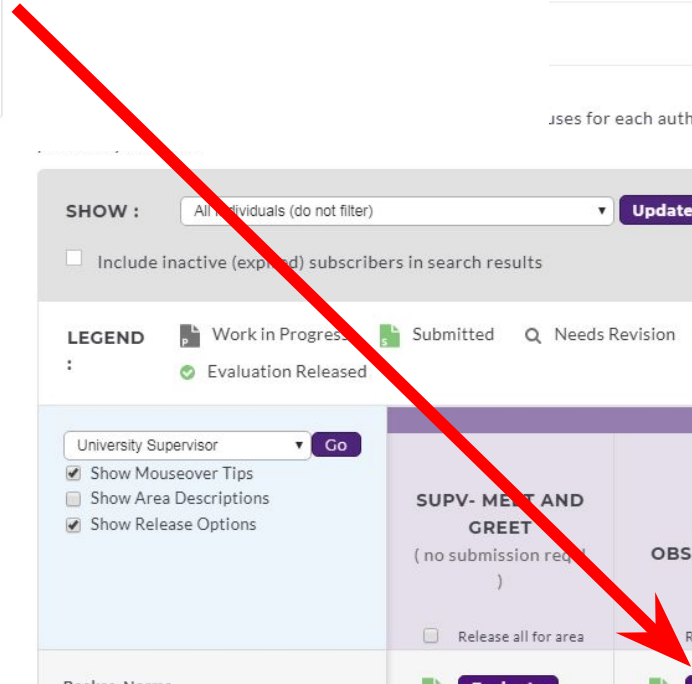
SHOW : All Individuals (do not filter) Update Display

Include inactive (expired) subscribers in search results

LEGEND Work in Progress Submitted Needs Revision Resubmitted Evaluation in Progress Evaluated Evaluation Released

RELEASE SELECTED EVALUATIONS

	SUPV- MEET AND GREET (no submission req'd)	SUPV- OBSERVATION 1	SUPV- OBSERVATION 2	SUPV- INITIAL PROGRESS REPORT (no submission req'd)	SUPV- OBSERVATION 3	SUPV- OBSERVATION 4
University Supervisor <input checked="" type="checkbox"/> Show Mouseover Tips <input type="checkbox"/> Show Area Descriptions <input checked="" type="checkbox"/> Show Release Options	<input type="checkbox"/> Release all for area Evaluate	<input type="checkbox"/> Release all for area Evaluate Submitted : 08/12/19	<input type="checkbox"/> Release all for area Work Not Started	<input type="checkbox"/> Release all for area Evaluate	<input type="checkbox"/> Release all for area Work Not Started	<input type="checkbox"/> Release all for area Work Not Started



taskstream by Watermark LIMITED

Richard Stockton My Account Logout IM Help taskstream by Watermark


FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS RESOURCES ANALYTICS SHOW FEWER

Review a program

Author **Reviewer** Evaluator

CUSTOMIZE DISPLAY

DRF PROGRAM

 Student Teaching Spring 2019 >

The reviewer tab allows you to “review” and comment on lessons prior to when they are taught.

TaskStream - Windows Internet Explorer

https://w.taskstream.com/Lesson/View?ald=aph2cif9ecfmzmhbzu

File Edit View Favorites Tools Help

STANDARDS & ASSESSMENT

Standards **Display:** Collapse All Expand All

- USA- Common Core State Standards (June 2010)
 - Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
 - Grade: Kindergarten:
 - Strand: Writing
 - Domain: Text Types and Purposes
 - Standard:
 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...).

Assessment Plan

Pre-assessment: The teacher will use the students' writing journals and their progress thus far in the Write-On program to determine which students need additional support and scaffolding and which students may begin writing their sentence on their own.

Formative assessment: The teacher will formatively assess the students by monitoring the writing process and questioning students such as "What do we need to place at the end of our sentence?" and "What should we place in-between each word?"

Summative assessment: Three selected students will showcase their work to the class by describing the picture that they drew, reading their sentence aloud, and naming any writing tricks that they used.

Assessment/Rubrics

IMPLEMENTATION

Goal(s)

The students will develop a better understanding of reading comprehension and story retell by recalling facts about the story and writing an opinion piece.

Objective

Objective: Students will be able to demonstrate an understanding of letter-sound correspondences by stretching sounds to make words.

Enduring Understanding: In constructing sentences through phonetic spelling, students will work towards a mastery of letter-sound correspondences as well as sentence structure in order to develop their writing.

Essential Questions: How can we expand our writing through details?

No comments added

Assessment Plan

Pre-assessment: The teacher will use the students' writing journals and their progress thus far in the Write-On program to determine which students need additional support and scaffolding and which students may begin writing their sentence on their own.

Formative assessment: The teacher will formatively assess the students by monitoring the writing process and questioning students such as "What do we need to place at the end of our sentence?" and "What should we place in-between each word?"

Summative assessment: Three selected students will showcase their work to the class by describing the picture that they drew, reading their sentence aloud, and naming any writing tricks that they used.

(09/30/2014 08:20 PM EST)

The assessment plan appears to be appropriate as planned, with the following elements noted: pre-assessment strategies and techniques; formative assessment strategies and techniques; and, summative assessment strategies and techniques.

Mentor Teacher View

taskstream LIMITED

Show More Options »

My Account Logout

Evaluate a program

Reviewer Evaluator

Customize Display

All Items

EVALUATION REQUIRED AWAITING RELEASE

DRF PROGRAM

Student Teaching Spring 2019 >

Evaluation Required 0

Awaiting Release 0

Reports

DRF PROGRAM

DRF Student Teaching Spring 2014 »

Evaluation Required

Awaiting Release

Reports

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FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS

Student Teaching Spring 2019

DRF template: Student Teaching Spring 2018

« BACK TO SEARCH

PRINT EXCEL

Help on this Page

DIRECTIONS

The grid below displays the categories, requirements, and statuses for each author that you are able to evaluate. NOTE: The grid will only display items based on the search criteria previously selected.

SHOW : All Individuals (do not filter) Update Display

Include inactive (expired) subscribers in search results

LEGEND

Work in Progress Submitted Needs Revision Resubmitted Evaluation in Progress Evaluated

Evaluation Released

RELEASE SELECTED EVALUATIONS

MENTOR TEACHER						
	MENTOR TEACHER-OBSERVATION 1	MENTOR TEACHER-OBSERVATION 2	MENTOR TEACHER-MIDTERM EVALUATION (no submission req'd)	MENTOR TEACHER-OBSERVATION 3	MENTOR TEACHER-OBSERVATION 4	MENTOR TEACHER-FINAL EVALUATION (no submission req'd)
Boakes, Norma	Work Not Started	Work Not Started	DRF Not Initiated	Work Not Started	Work Not Started	DRF Not Initiated

*Same look as supervisor
*Teacher-friendly evals vs qualitative version
*And again....students must submit lessons to start observation evaluation!

Student Teaching Spring 2019

Template: Student Teaching Spring 2018

Work

Comments

Scores/Results

Options

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

Student Teaching Verification Form

Verification Form

University Supervisor

Supv- Meet and Greet

Supv-Observation 1

Supv-Observation 2

Supv- Initial Progress Report

Supv-Observation 3

Supv-Observation 4

Supv-Midterm Evaluation

Welcome to the Student Teaching Spring 2019 program

Getting Started with Programs

If this is your first time working within DRF programs, you may wish to view or print our [Getting Started Guide](#) or call Mentoring Services at 1.800.311.5656 for help starting your work.

Program Links

Overview

More Help

In the DRF program, add work to your DRF (Directed Response Folio) in the Work tab. View evaluation results in the Scores/Results tab, and find other options (like e-mailing and publishing options) in the Options tab.

- More about DRF programs
- More about how to add content
- More about Program Options

DRF PROGRAM



Student Teaching Spring 2019 >

Student Teacher View

Observation Protocol

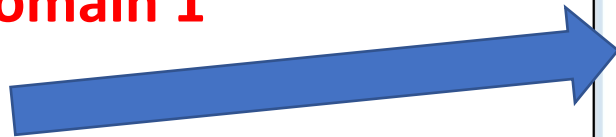
- Student teacher submits lesson plan for feedback via Taskstream **3-4 days before** a planned visit.
- Review and comment on the student teacher's lesson plan in Taskstream within the "reviewer" area.
- Observe the student teacher.
- Hold a post-conference and complete the formal observation form in Taskstream (found in the "evaluator" area).
- Consult with the mentor teacher regarding progress since last visit.



Steps and the documentation of an observation

- Pre-conference

- Lesson posted on Taskstream is reviewed before observation
- You provide feedback on this lesson within Taskstream in the “Reviewer” area
- This, along with any conversation prior to observation, serves as evidence of **Domain 1**



Domain 1: Planning and Preparation
During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN I: Planning and Preparation Save Draft

1a. Knowledge of content and pedagogy
-Knowledge of content and structure of the discipline
-Knowledge of prerequisite relationships
-Knowledge of content-related pedagogy

1b. Knowledge of students
-Knowledge of child and adolescent development
-Knowledge of the learning process
-Knowledge of students' skills
-Knowledge and language proficiency
-Knowledge of students' interests and cultural heritage
-Knowledge of students' special needs

1c. Selecting instructional goals
-Value, sequence and alignment
-Clarity
-Suitability for diverse students
-Balance

1d. Demonstrating knowledge of resources
-Resources for classroom use
-Resources to extend content knowledge and pedagogy
-Resources for students

1e. Designing coherent instruction
-Learning activities
-Instructional materials and resources
-Instructional groups
-Lesson and unit structure

1f. Designing student assessments
-Congruence with instructional
-Criteria and standards
-Design of formative assessments
-Use for planning

Details on each component can be found at:
Danielson Framework Reference

(Max chars: 10,000) 0 Count

Lesson plans

Lesson plans for observation purposes should be of high quality and in depth. Lessons should be 3-4 pages in length. Things to look for:

- Alignment to grade level standard and content area
- Alignment to school curriculum
- Discernable and appropriate instructional model
- Clear measurable objective with assessments to evaluate learner success
- Detailed procedure with student and teacher actions
- Instructional materials and assessments attached for review.

• Observation

- **Prior to visit, make sure the student teacher turned in a final copy of the lesson plan in the Student Teaching folio in Taskstream (within “evaluator” area)*
- Observe the student teacher delivering the lesson
- Script what you see focusing on elements of Danielson. Speak to evidence to support observations.
- Write summary statements for **Domains 2 & 3** on the observation form based on evidence collected

DOMAIN 2: The Classroom Environment
During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 2: The Classroom environment Save Draft

This domain should address each of the following components:

- 2a. Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, both words and actions
 - Student interaction with other students, both words and actions
- 2b. Establishing a Culture for Learning**
 - Importance of the content and of learning
- 2c. Managing Classroom Procedures**
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
- 2d. Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e. Organizing Physical Space**
 - Arrangement of furniture and use of physical space
 - Safety and accessibility

Details on each component can be found at:
Danielson Framework Reference

DOMAIN 3: Instruction
During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

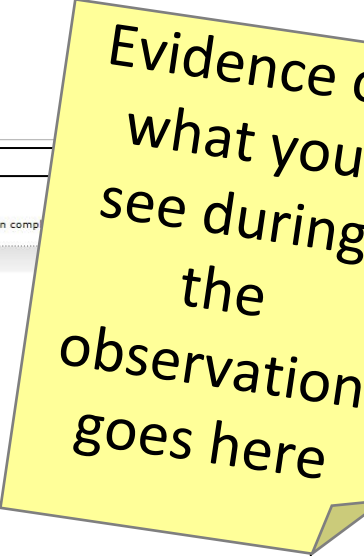
DOMAIN III: Instruction

This domain should address each of the following components:

- 3a. Communicating with Students**
 - Expectations for learning
 - Directions for activities
 - Explanation of content
 - Use of oral and written language
- 3b. Using Questioning/Prompts & 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 and criteria
 - Monitoring of students learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e. Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Details on each component can be found at:
Danielson Framework Reference

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• Post-conference

- Meet with student teacher and mentor teacher to discuss what was observed (**include time to meet with student teacher and mentor teacher individually*)
- Discuss all items relevant to **Domain 4**
- Complete rest of formal observation form and submit to student via Taskstream
- ***Make sure the student teacher also does a post-reflection of the experience. They write it within their lesson plan submission.*

The image shows a screenshot of a digital form titled "DOMAIN IV: Professionalism". The form includes a "Save Draft" button in the top right corner. Below the title, it states "This domain should address each of the following components:" and lists six sub-areas with their respective components:

- 4a. Reflecting on teaching**
 - Accuracy
 - Use in future teaching
- 4b. Maintaining accurate records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c. Communicating with Families**
 - Information about the instructional programs
 - Information about individual students
 - Engagement of families in the instructional program
- 4d. Participation in a Professional Community**
 - Relationships with Colleagues
 - Involvement in a culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 4e. Growing and Developing Professionally**
 - Enhancement of content knowledge and pedagogical skill
 - Receptivity to feedback from colleagues
 - Service to the profession
- 4f. Showing Professionalism**
 - Integrity and ethical conduct
 - Service to Students
 - Advocacy
 - Decision Making
 - Compliance with school/district regulations

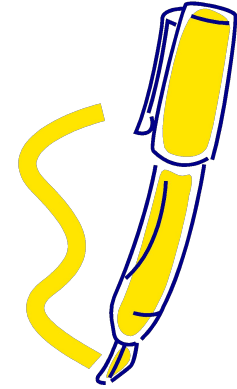
Below the list, it says "Details on each component can be found at: Danielson Framework Reference". There is a large empty text box for input, with a "(Max chars: 10,000)" label at the bottom left and a "Count" button at the bottom right. A yellow sticky note is placed over the bottom right portion of the text box, containing the text: "Evidence of the post conference and items about professionalism go here".

Documenting performance in Domain 4 for the University Supervisor (Stockton reference guide)

<i>Ways to capture teacher candidate performance in areas that may be a challenge within Domain 4</i>		
4b maintaining accurate records	4c communicating with families	4d participating in a professional community
<ul style="list-style-type: none"> • Attendance records • Gradebooks • Homework collection • Lunch counts, fire drill records, classroom event records, tracking permission slips, etc • Reflection logs • Analysis of data collected from lessons (ie. results from Exit Tickets, results on a recent assessment w/notes...etc) 	<ul style="list-style-type: none"> • Documentation of newsletters &/or classroom websites • PTA meetings • Observing teacher at dismissal, conferences • Back to School Night, Open House, & other school events w/families • IEP meetings and I&RS Meetings. • Review Class DoJo if used • Review communication books that go back and forth from home to school that notes can be written in • Parent-Teacher Conferences, emails, phone calls, and other communication records (*encourage record keeping w/communication) • Back-to-School nights 	<ul style="list-style-type: none"> • Participation in conferences • Participation in meetings/PLCs • Professional development workshops • Extracurricular activities • School Sports events • Faculty Meetings • School wide Professional Development Days • Professional learning outside of the district (ie.webinar) • Meetings with other professionals in the classroom • Volunteering/supporting other educators
<i>Actions you can take with the student teacher and or mentor teacher</i>		
<ul style="list-style-type: none"> • Ask the student teacher to document ways he/she fulfilled Domain 4 and confer with the Mentor Teacher (ie. gradebook, attendance, grading of assessments, working on website, etc) • Suggest a written log that can be kept to track work in Domain 4. Communicate with mentor teacher regarding ways student teacher can manage records, but not necessarily record directly onto the teacher gradebook. • Ask the mentor teacher at each visit about progress in Domain 4. Discuss ways performance can be captured. 	<ul style="list-style-type: none"> • Ask student teacher to keep journal on all communications made; • Ask mentor teacher about students' ability at each visit • Have discussion of ways the mentor can involve the student teacher as appropriate (ie. an intro letter sent home to parents/guardians to introduce student teacher, sending home certificates recognizing learner achievements, keep communication records of calls to families) 	<ul style="list-style-type: none"> • Discuss importance of being a part of the professional community early in term with student teacher and mentor. Brainstorm ways to get involved. • Suggest that a log of activities be kept to track to document participation • Consult with the mentor teacher at each visit on progress. • Encourage student teachers to seek out quality workshops, online classes, visit art museums, historical exhibits, poetry slams, etc. Any subject specific experiences that expand their level of knowledge and appreciation.

Will be added to supervisor resource page!

Observations should....



- Be specific focusing on strengths and areas for improvement
- Be directly tied to observation or evidence
- Include “**Danielson words**” to help identify performance level w/o giving a score
- Build on the previous observations, noting any growth or lack of growth since last observation made
- Link clearly to the initial progress report, mid, and final evaluations. **Observational comments form a PATTERN.** (ie. It should be clear WHY a student gets a 1 or 2 at the time of summative evaluation by reading previous comments)
- ****Consider mentor teacher input****

Danielson Word reference

On supervisor
resource page

Unsatisfactory (1)	Basic (2)	Proficient (3)
<ul style="list-style-type: none">• Not...• Not clear• Not seen• Unaware• Does not respond• Poor• Unplanned• Not congruent• Inappropriate• Not suitable• Little to no evidence of.....	<ul style="list-style-type: none">• Some....• Attempts to...• Limited• Varied treatment of students• Moderate• Generally appropriate• Uneven• Inconsistent• Rudimentary• Suitable for some• Partially• Basic awareness• Understands concept but inconsistent implementation	<ul style="list-style-type: none">• Consistent• Most• Successfully....• Efficient• Minimal guidance/prompting• Well developed• High quality• Timely• Genuine....• Accurate• Appropriate• Clear• Effective• High expectations• Adjusts based on learner



See supervisor resources on web for sample written observations.

- **Refer to the Danielson rubric** often for phrasing that can help indicate performance w/o a score
- **Make a point to note strengths AND areas for improvement-** be clear about what you expect next time you come so you can comment on it
- **Remember what the 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
- **A student should meet “basic” level of performance, 2, overall.** Check your average score across all components to ensure that the value is fair including the letter grade you intend to give!

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

Remember
what the levels
mean

CRITICAL ATTRIBUTES

- Questions are rapid-fire and converge on a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

Connecting the qualitative to the quantitative

- Written comments made on formal observations are used to establish levels of performance
- Written comments should contain statements/words that indicate level of performance
- These steps help insure that your evaluation is fair and reflective of performance

DOMAIN I: Planning and Preparation

1a. Knowledge of content and pedagogy
-Knowledge of content and structure of the discipline
-Knowledge of prerequisite relationships
-Knowledge of content-related pedagogy

1b. Knowledge of students
-Knowledge of child and adolescent development
-Knowledge of the learning process
-Knowledge of students' skills,
-Knowledge and language proficiency
-Knowledge of students' interests and cultural heritage
-Knowledge of students' special needs

1c. Selecting instructional goals
-Value, sequence and alignment
-Clarity
-Suitability for diverse students
-Balance

1d. Demonstrating knowledge of resources
-Resources for classroom use
-Resources to extend content knowledge and pedagogy
-Resources for students

1e. Designing coherent instruction
-Learning activities
-Instructional materials and resources
-Instructional groups
-Lesson and unit structure

1f. Designing student assessments
-Congruence with instructional
-Criteria and standards
-Design of formative assessments
-Use for planning

Details on each component can be found at:
Danielson Framework Reference

1a. Knowledge of the content was appropriate with ST role modeling in the classroom to represent the actual setting for the Anaconda Plan.

ST provided pre requisites for this lesson ,i.e. the video of the Anaconda Plan.

The objective (Students will be able to analyze critical events of the Anaconda Plan and determine how the events finalize the outcome of the war.) is not consistent to the lesson: only about the Anaconda Plan and its effect on the war.

Initially , the ST had location of water bodies incorrectly positioned. It's important to have all the facts accurate when you teach.

Qualitative-
sample comments
on a formal
observation

DOMAIN II: Classroom Environment

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance

2a Creating an environment of respect and rapport

Alignment:
EdTPA
Learning environment- R6
InTASC 3

3- Teacher-student interactions are friendly and students exhibit respect for the teacher. Such interactions are appropriate to the subject matter and do not result in disrespectful behavior among students. The teacher minimizes intellectual risks.

2b Establishing a culture for learning

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

3- The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm. Interactions support learning, hard work, and the precise use of language.

2c Managing classroom procedures

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

3- There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instruction, including guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the learning environment.

Quantitative- excerpt of midterm eval

Let's peruse a few examples....

- [Sample observation](#) (poor performance)
- [Sample observation](#) (blended modality)
- [Sample final evaluation](#)



Pacing and Tips

- Keep track of visit dates including date student submits lesson plan.
- Review the previous observation(s) when doing a new observation. Also read the student teacher's reflections on their performance to make sure they understand what they did well and need to work on. This helps each visit to be focused on build on one another.
- At each observation, look for a different component(s) of Danielson. Focus on key areas.
- Review Danielson rubric before visits to refresh what you are looking for
- Arrange to briefly speak privately with the mentor teacher at each visit to get additional information about performance. This can be included as part of your formal observations.
- If in doubt, ask us!

Behavior expectations & professionalism

A student teacher's attitude and behaviors are as important as their performance as a teacher in a classroom. **You should watch for and consider professionalism as part of your documentation in Domain 4.**

Things to consider (more in Student Teaching Handbook)

- Prepared & organized
- Timely and attentive
- Professional demeanor and attitude

What if there are issues?

- Seek advice from us
 - Me- evaluation & Danielson
 - Jennifer Houser (Fieldwork Director)- mentor teacher concerns, Taskstream, & performance issues with student teachers
 - Other supervisors!
- Tell us early if the student teacher is struggling! The earlier we know, the more likely we can provide the supports needed to assist him/her.

