

Supervisor Updates

Fall 2020 Student Teaching Meeting

While others log in, type any questions you want answered in the chat area of Zoom. We will do our best to answer them today!



Supervisors- Arrive by 11am via Zoom

Time	Event	Presenter	Zoom Access
11:00-11:10am	Dean of Education greetings & updates	Dr. Keenan	https://stockton.zoom.us/j/92142134935?pwd=Mld0K3N0QThXeHhrVVE2Y2pGUjNNQT09 Password: 656823
11:10-12:30 pm	Supervisor training follow up & Fall 2020 logistics	Dr. Boakes & Ms. Houser	
12:45-1:40 pm	Student teaching gear up & COVID 19 considerations	Dr. Keenan, Ms. Houser & Dr. Boakes	https://stockton.zoom.us/j/98461698440?pwd=emRtR3dLM2p5WDIkb2J5QUYVVG80UT09 Password: 606878
1:40-1:50 pm	Meet the Seminar Instructors	Professors Vernon & Dolton	
1:50-2:00 pm	Student teacher/supervisor matching	Ms. Houser	
2:00- 3:00 pm	Student Teacher & University Supervisor Meetings	Assigned supervisor	<p><i>*You may use this time dedicated to meet and/or to set up another day & time with your student teacher(s) within the next few days (before or between) the holidays.</i></p> https://stockton.zoom.us/j/97448950076?pwd=aXE5eVNVUVRmWUFQdkZ1eGJCbmttdz09 Password: 334962



A word on placements

Getting a placement is like shopping on an old-school Black Friday... chaotic, unpredictable at times, and the key word is flexibility and patience!

- Check with your student teacher to see where things stand
- We have extra time built into end of student teaching calendar in the event of a late start

COVID 19 & student teaching

- All modalities and structures per the school district re-opening plans are accepted.
- Candidates requesting accommodations should alert you as the instructor and the Field Director. (They must be presented in advance.)
- **Face to face and online duties are treated the same.** Candidates must meet all responsibilities expected of school staff.
- School district structures can impact your role as a “visitor”. We follow the school’s directive in this regard.
- An “attestation” document is required of all individuals attending university courses and/or present in PK12 schools. (**A comparable district form can be used.*)



Making up CPEI semester hours

- Candidates may need to finish up CPEI hours or work from Fall 2020
- Candidates can count all preparation leading up to student teaching such as
 - Teaching related tasks
 - PD sessions in advance of student teaching (like our meeting)
 - Review school-related materials & resources, etc
- The candidate must satisfy their 100 hours **before student teaching officially "begins"**. This can and should delay when you start to observe.

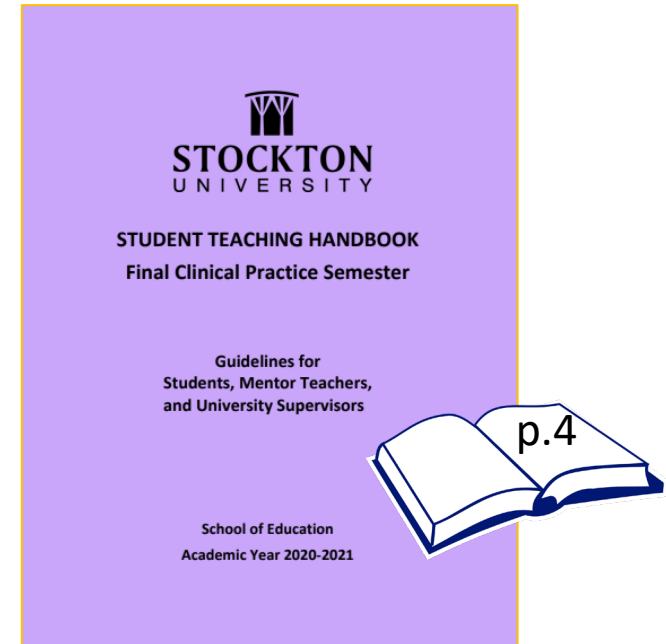
Expectations & attendance as a supervisor

- Target to do visitations on a bi-weekly basis
- “Visitation” should be of a complete lesson
- If you are unable to attend due to illness, reschedule with candidate as soon as possible
- Alert the Field Director if there is a need for any extended absence
- Follow the recommended calendar in the Student Teaching Handbook
- Plan on **live observation** whether done on site or virtually



A reminder of your responsibilities

- Pace based on the student teaching calendar
- Meet & Greet
 - Acclimate mentor teaching including Taskstream
 - Discuss any special considerations w/visitation
- Bi-weekly visitation for observation (6 minimum)
 - Preconference/lesson review
 - Observation
 - Post-conference
- Initial, midterm & final evaluation
- Collaborating regularly with the mentor teacher
- Supporting candidate progress
- Liaison to School of Education



Model #1: Student Teaching Schedule for the Traditional Model

This sample schedule may be modified to fit the situation or unique needs of the teacher candidate, mentor teacher(s), students, or school. Note: Teacher candidates who are continuing their placement from the previous semester should start with weeks Two and Three.

1. Week One with Students

- 1.1. Observe the mentor teacher(s) in his/her classroom (if possible, observe other teachers during the initial weeks)
- 1.2. Become familiar with surrounding environment (i.e., school, faculty, staff, student body, resources, etc.)
- 1.3. Assist in daily routines (i.e., attendance, bulletin boards, recess and lunchroom duty, individual/group tutoring)
- 1.4. Discuss curriculum, materials, and resources aligned with New Jersey Student Learning Standards (NJSL) and its use to support instruction of content area(s) with mentor teacher(s)
- 1.5. Meet daily with mentor teacher to reflect and prepare including consideration for learners' progress towards content targeted and plans based on learner performance towards objectives set
- 1.6. Develop a plan & time schedule to demonstrate competence in all areas of a teacher's responsibilities

2. Weeks Two and Three with Students

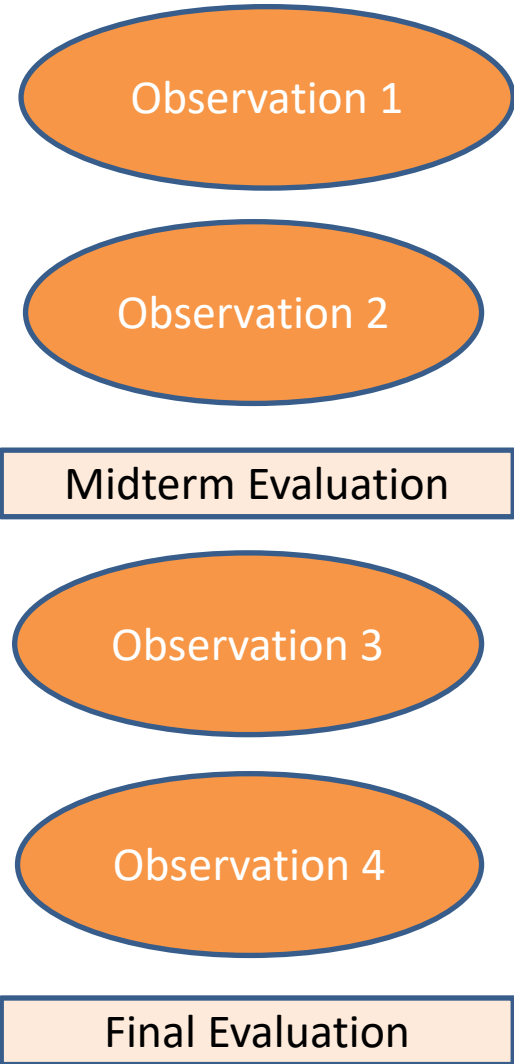
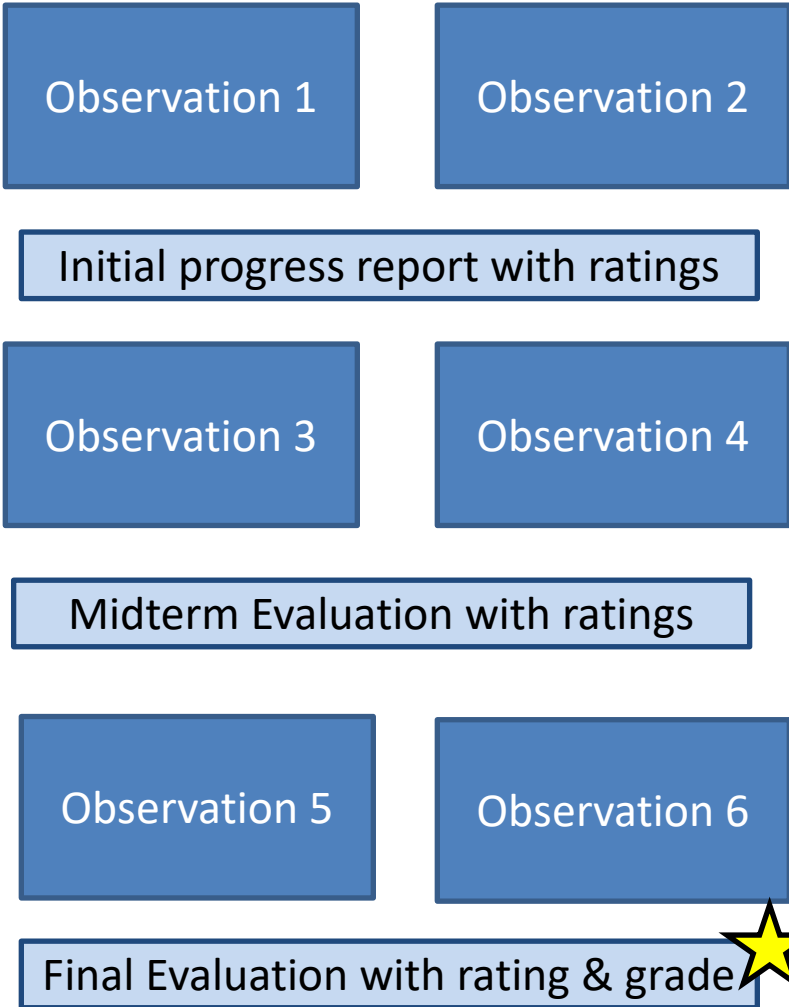
- 2.1. Discuss with the mentor teacher possibilities for involvement within school/district, including but not limited to in-services, back-to-school night, and faculty meetings.
- 2.2. Assist and increase responsibility of daily routines
- 2.3. Plan and teach one or two classes informed by NJSL, curriculum, and instructional strategies relevant to the discipline
- 2.4. Confer daily with the mentor on performance including meeting learning goals set and assessment of learner performance aligned with NJSL and curriculum
- 2.5. Use TaskStream lesson plan form for all formal observations, in addition to using the school-district form for the preparation of lessons in accordance with the school's expectations
- 2.6. Work with mentor teacher to plan for edTPA learning segment including alignment to NJSL, curriculum, and content area

3. Weeks Four and Five with Students

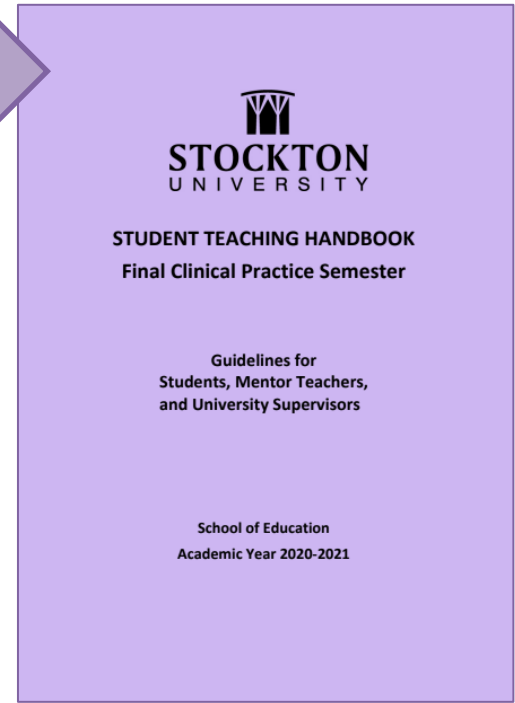
<https://stockton.edu/education/teacher-resources/index.html>

Meet & Greet

University Supervisor



Mentor Teacher



FCP evaluation structure

***Observations are of non-edTPA lessons.*

- Taskstream Tutorial for University Supervisor - Part I
- Taskstream Tutorial for University Supervisor - Part II



If you're new make sure you view the Taskstream tutorials!

- Activate your Taskstream account using the keycode provided by the Field Director
- Go to <https://stockton.edu/education/teacher-resources/index.html>
- Look under Training Materials.....
- Watch the 2-part training
- Use the buddy system & seek advice from a veteran supervisor

Attendance reminders for candidates



- Candidate are expected to attend unless there is a “major event” or illness.
 - **Major**- surgery on a specified day, court appearance, etc
 - **Not acceptable**- vacation, job interview, picking up kids, getting to work, etc
- Candidates that are too sick to attend or who risk getting others sick should not attend
- Candidate must notify you of an absence ASAP
- If absence is COVID 19 related, this is indicated on absence form
 - *In case of self-isolation due to exposure, a candidate can still be active online!*
- Absences must be made up & will impact the end of student teaching date

Professional expectations in varied modalities

- Attendance online or face-to-face is treated equally
- Professional behavior and attitude is expected online or in the classroom
- Compliance, patience, and effort are all part of the job
- Negativity or struggle with a modality *is the same as struggling in an actual classroom* setting and should be reported
- **All of the above are captured in Domain 4- Professional Responsibilities**



COVID 19 considerations for observations

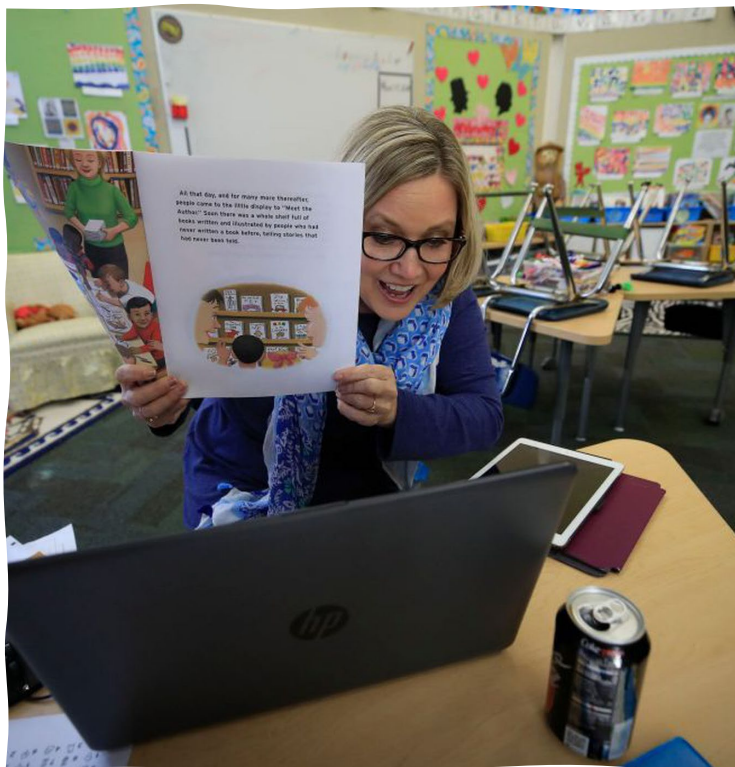


- Observations may need to be done virtually in the event a supervisor is unable to attend a classroom face-to-face or if student teacher is teaching online synchronously
- The student teacher is **responsible to arrange virtual observation** if face-to-face instruction is planned- Swivl & Zoom are the recommended tech option unless the district has other structures in place
- Observations must be of **“live” instruction** (vs packets or other asynchronous work)
- If there are **technical issues** and only part of a lesson is captured, the observation will need to be rescheduled!

Must be
"live"
teaching

Observation styles

Teacher F2F w/students & supervisor online



Online synchronous session w/supervisor present

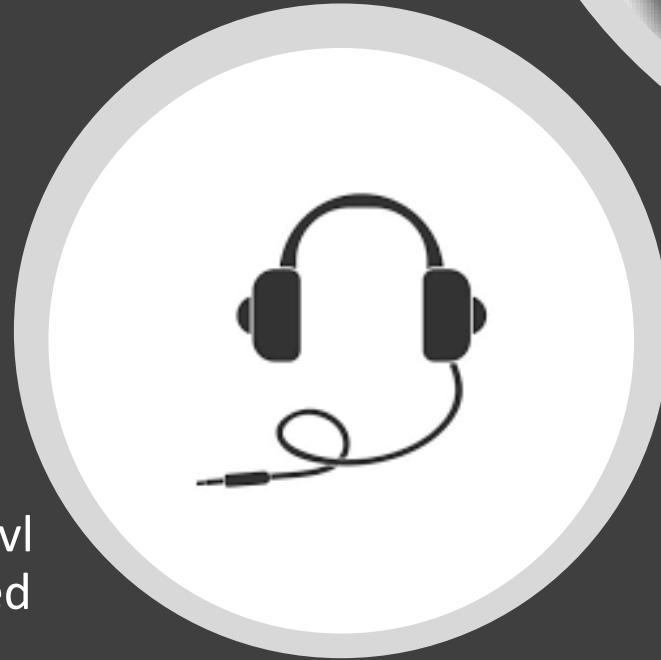


F2f w/supervisor on site or virtually present



Virtual supervision considerations

- **Technology**- You must be familiar with and have access to all necessary technology
 - Computing device with reliable internet connection
 - Reliable audio system (headset strongly recommended)
 - Web cam for virtual meetings
- **Software/online tools**- You must be able to use
 - Taskstream for review & evaluation of the student teacher
 - Use of Zoom account to arrange & run post-conference meetings
 - Ability to view livestream in Zoom through Swivl tool (set up by student teacher) or pre-recorded video (as backup)
 - Exclusive use of Stockton email for all formal communications



Virtual observation protocol

If a face-to-face lesson is being observed virtually most of the process is the same. The only difference is that **live instruction is “captured” using video tools**. In this case you must:

- Discuss any **privacy considerations** at first meeting (Meet & Greet)
- Student teacher sets up Swivl & Zoom to capture live instruction or other district supported method
- 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 other school district supported method
- Set up and hold a post-conference Zoom meeting with ST including time to consult with the mentor (at same time or later)



A sample of how virtual visitation of F2F by a supervisor might go....

1. Student teacher submits a lesson plan in Taskstream ahead of virtual visit
2. Supervisor provides feedback via Taskstream with possible virtual meeting to discuss further
3. Student teacher submits lesson for official observation via Taskstream digital folio
4. **Student teacher plans for live streaming** lesson or observation of online session already planned by school through Zoom & Swivl then sends details to supervisor including consideration for when a post-conference is possible
5. **Supervisor attends lesson live stream** via Zoom* while student teacher records in case of technical difficulties. (**Alternate school platform for synchronous online instruction is acceptable*)
6. **Virtual post-conference held on Zoom** with supervisor based on pre-planned time. Additional time planned for the supervisor to talk to the mentor based on mutually agreeable time.





Watercooler chat

In your breakout room please discuss

- How “virtual” observations differ from in person
- How to navigate varied school schedules/structures
- What you’ll do differently based on the new “normal”
- Suggestions for the Meet & Greet

Meet & Greet

- Affirm the goals of the program
- Exchange contact information, school map, calendar, schedules
- Review Student Teaching Handbook in detail including roles and responsibilities
- Review observation and evaluation forms including access through Taskstream
- Review general schedule of observations and evaluations
 - * *Consider virtual observation structure*
- Share reflections, concerns, special considerations
- Discuss edTPA performance assessment including Capstone course & timing (found in Appendix of Student Teaching Handbook)

Tips for (virtual) supervision



- Consider ways to gather evidence needed to judge ALL areas of performance if online....
 - **Domain 1**
 - Consider a virtual pre-conference
 - Check the link to the state standards & school curriculum
 - Only except quality lesson plans- look for depth & detail (content & pedagogy)
 - **Domain 2 & 3- that's easy, watch teaching**
 - **Domain 4**
 - Ask what tasks your student teacher does beyond teaching & ways they seek to improve, work with others, etc
 - Follow up with mentor teacher asking about things you won't "see" (timeliness, preparation, use of resources & curriculum, support w/non-instructional tasks)
 - Include behaviors and attitude with roles and responsibilities as student teacher

DOMAIN 3: Instruction

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

ST communicated her expectations for learning by reviewing the learning objective and provided clear directions for activities. Content was explained through a variety of ways; models, guided instruction, interactive materials and video. An anchor chart was utilized for students to provide input on everything the students already know about subtraction. It is recommended that an outline of the anchor chart be prepared in advance which will provide students with additional guidance as to the information being sought. It will also serve as a prompt for you to ensure that all information is addressed. Also anchor charts are very effective to use as a review of previously taught material when moving on to new skills. By writing the anchor chart on the board there is no concrete product for this type of use. Once the board is erased the information is lost. Using a large chart pad on an easel or clipping the sheet to the white board would solve this.

Questioning strategies employed were primarily basic in nature; recall, facts. They was no evidence of questions to further enhance or challenge student understanding. It is recommended that ST think

about her questions when planning the lesson and write down a few questions that both seek knowledge based responses as well as those that deepen student understanding. Also encouraging students to ask questions of one another is a way to engage and enhance student participation. Students could ask "how did you get that answer" or "is there another way to come up with the same answer".

Students worked on activities individually, both in the classroom and at home. Assignments were appropriate and sequential and materials were readily available. The pace of the lesson followed the estimated time frame in ST's lesson plan.

Assessment was both informal and formal formative. Established criteria and standards were to be used in reviewing students' oral responses and written work. ST observed the students in the classroom as they worked individually but it is unclear as to whether she was able to observe those students working



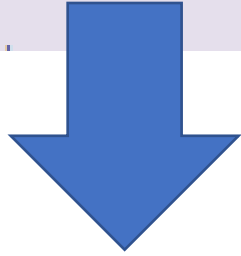
The narrative you write is important! It tells the official story of the observation and tracks candidate progress formally!



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

**SUPV- INITIAL
PROGRESS REPORT**
(no submission req'd)



*** Overall performance to date for Domain 1- Planning & Preparation**

Clear

Save Draft

This score represents overall performance to date. The rating offers an indicator of areas observed through all evidence collected. Ratings will fluctuate with time and experience.

- 1- Limited performance with skills developing but lacking grasp of basic understanding in domain
- 2- Basic level of performance illustrating general grasp of all areas with inconsistent performance
- 3- Proficient level of performance illustrating grasp of all areas and consistent performance

*** Overall performance to date for Domain 2- Classroom Environment**

Clear

Save Draft

This score represents overall performance to date. The rating offers an indicator of areas observed through all evidence collected. Ratings will fluctuate with time and experience.

- 1- Limited performance with skills developing but lacking grasp of basic understanding in domain
- 2- Basic level of performance illustrating general grasp of all areas with inconsistent performance
- 3- Proficient level of performance illustrating grasp of all areas and consistent performance

Consider when you evaluate....

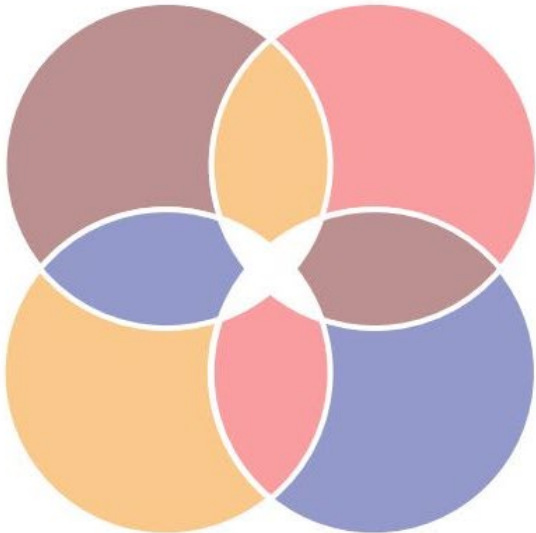
- Performance is judged by all actions and behaviors as part of student teaching.
- Performance is not just planning and teaching lessons.
- Performance is not just when you observe.
- Performance is also things like:
 - Following guidelines and procedures
 - Seeking and using feedback provided
 - Making progress on goals set
 - Being prepared and ready when the day begins and sustaining until the day is done
 - Being timely and organized with all work, etc, etc.....
- Set strong expectations at the start of term and be honest with evaluations!
If you start of with all high marks, what motivation is there to improve??

Key actions as a supervisor

- Observations should include clear written statements of performance & *avoid* “cut & paste” statements. State strengths & areas for improvement.
- Document *professionalism* including behaviors, attitude, ability to handle the work environment, work with colleagues, etc.
- Use the *initial progress report* to alert candidates of areas to focus on.
- *Act early* if a candidate is not doing well, falling behind, shows issues of struggle, etc.

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

Final grade for FCP

Final grades are determined using the following rating breakdown based on *Danielson Framework for Teaching levels of performance*. Each component is judged on a 1 to 3 scale (1-unsatisfactory/ developing, 2-basic, and 3-proficient).

Ratings are based on your **cumulative performance** from the entire semester considering all observations, behaviors, and feedback

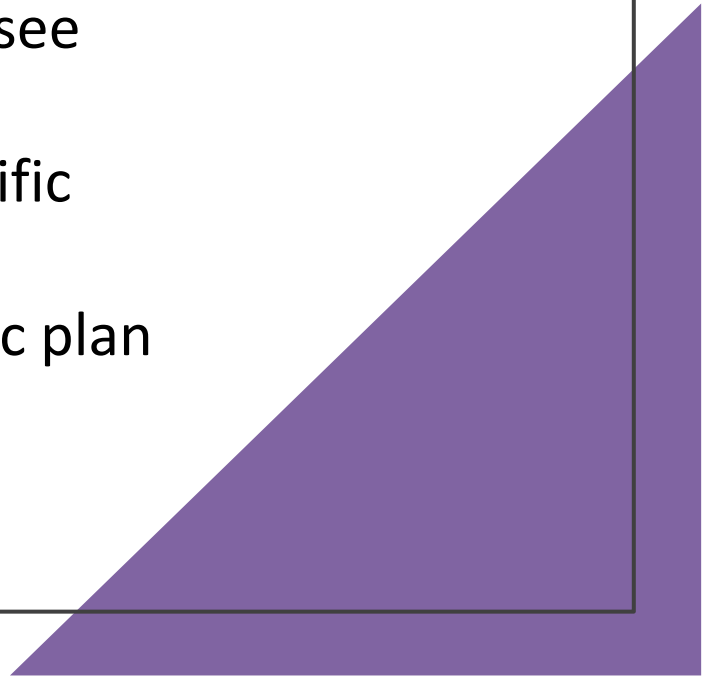
Ratings for all **components are averaged** to determine the final grade.

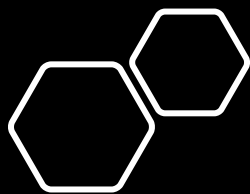
Grading structure

Mean range	Letter grade
2.80-3.00	A
2.60-2.79	A-
2.40-2.59	B+
2.20-2.39	B
2.00-2.19	B-
1.99 or lower	C

edTPA and how to help

- “Live” instruction (face to face or virtual) is acceptable
- Given schools may have sudden closures, the candidate should get started as soon as possible
- Early to mid-February is the recommended “window” (see calendar for Spring 21’)
- Capstone course designed to support completion. Specific edTPA questions go to instructors.
- You can help by making student teachers have a realistic plan and make progress from week to week!





edTPA Submission Dates

- February is recommended for implementation of edTPA related-instruction
- Submissions with results after the last day of student teaching *will delay conferral & processing of license*

To Receive Your edTPA Score Profile On:	Submit Your Portfolio by 11:59 p.m. Pacific Time On:
2/18/21	1/28/21
3/4/21	2/11/21 (suggested)
3/18/21	2/25/21 (suggested)
4/1/21	3/11/21

Anything beyond these dates will result in a delay in conferral of degree and processing of teacher licensure with state of NJ

https://www.edtpa.com/PageView.aspx?f=GEN_ScoreReportDates.html