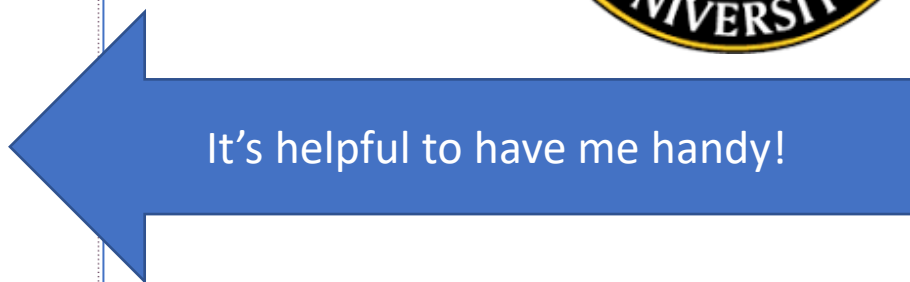


Supervisor Debrief Conference

Stockton Teacher Education Program

May 27-28, 2020

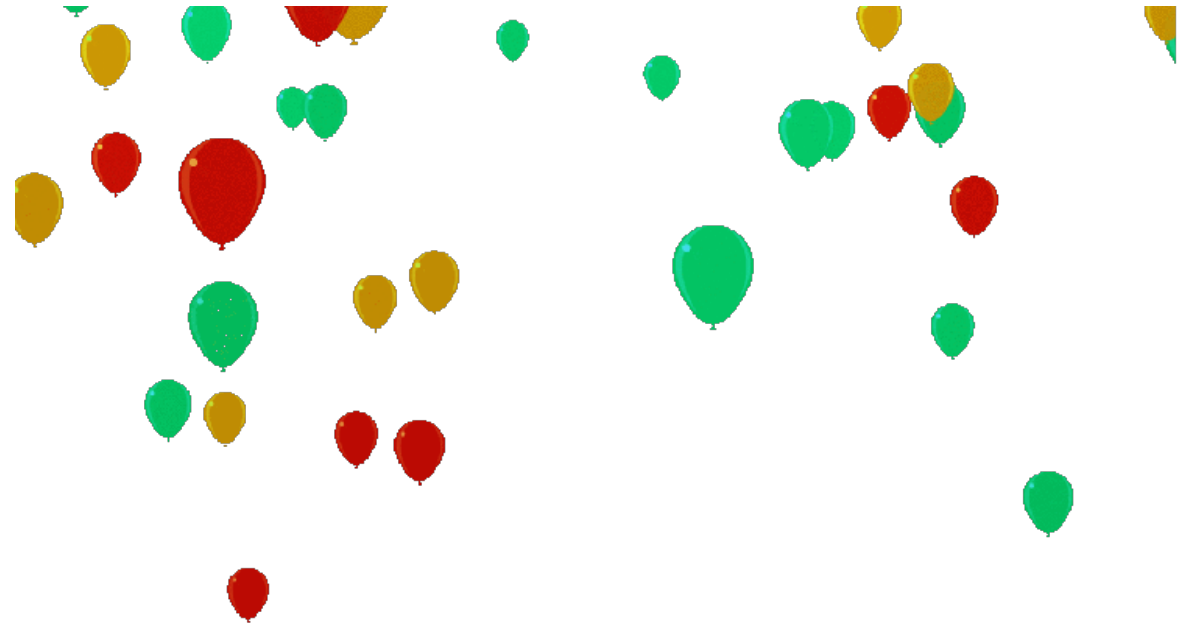


I'll be recording today's session for archival & training purposes.





But first...
congratulations!
As of Fall 2020,
your status will
change to *adjunct
faculty!*



Training schedule

Wed- May 27th

- 10-11 am ECE & Elementary
- 11:30-12:30 English (including Middle School LAL) & World Language
- 1-2 pm Social studies (including Middle School) & Art

Thurs- May 28th

- 10-11 am Mathematics (including Middle School)
- 11:30-12:30 Sciences (including Middle School)

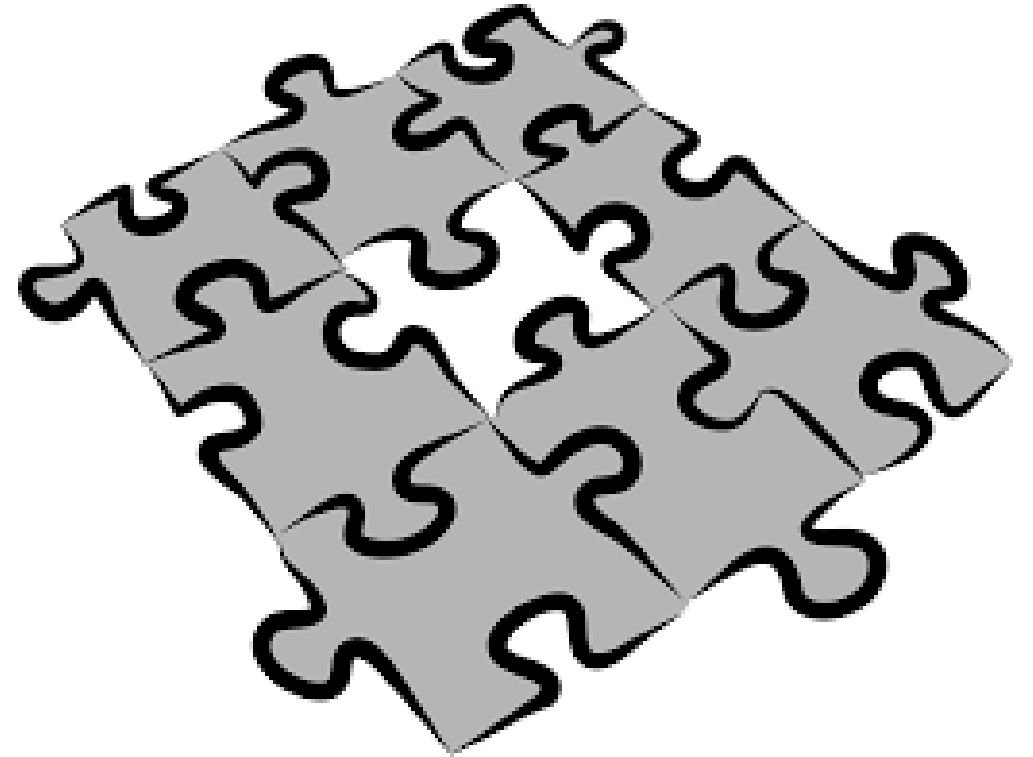


Realizing something's missing....

- You are all well versed in evaluation.
- You are regularly trained on Danielson Framework.
- Danielson provides common language and structure for review & discussion of practice.

But....

- Danielson is designed to be general and applicable to all content areas.
- Planning and instruction is tied to the curriculum and content standards.
- Ask yourself how well you capture, in writing, a student's use of content & its application in your observations.



Meet our content specialists!

- **Early childhood education-** Dr. Kim Tucker, Principal, New York Avenue School & instructor of all courses for CPE in early childhood!
- **Elementary education-** Mr. Jeff Leek, Principal, Upper Township School & instructor of EDUC 4610 Curriculum & Methods of Elem Educ and EDUC 4600 CPE in Education (w/100 hr fieldwork)



Today's objectives

- Use the lens of content knowledge and the NJSLS to inform evaluation of candidate practices
- Accurately differentiate between levels of performance through review of evidence (artifacts, video)
- Identify actions that can be taken to inform observation and evaluation of student teaching to highlight content-specific practices

Review of exemplar



NARRATIVE WITH LESSON
ARTIFACTS



LINK TO THE NEW JERSEY
STUDENT LEARNING STANDARD



VIDEO EXEMPLAR(S)

<https://tinyurl.com/SupvTrainingMay2020>

ECE/Elementary Exemplar

- Grade 2
- Content focus
 - (L 2.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - (NJSLSA.W5) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- Lesson sequence
 - Using graphic organizers for prewriting to learn sentence structure and basic writing conventions with specific lessons on subject/predicate, complete/incomplete sentences, identify/write state and question statements with writing a letter as culminating activity.

ECE/Elementary Exemplar

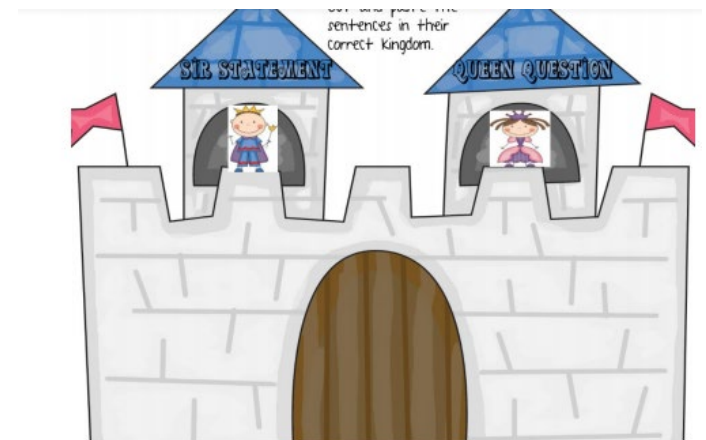
- Lesson 2 excerpt- 6 minutes w/learners in small group. Learners working on identifying complete/incomplete sentences with prompts provided. Teacher provides support/guidance.
- Lesson 3 excerpt- 7 minutes w/learners in small group. Learners working on sorting question vs. statement on worksheet. Asked to work together with teacher providing support/guidance.



Is it a complete sentence? Name _____

Read each card. If it is a complete sentence, write **yes**.
If it is incomplete, write a complete sentence using the card.
*Remember a complete sentence tells a complete thought, starts with a capital letter, and ends with an end mark.

1	9
2	10



He will win the battle	Will she lose her slipper
Our queen is very pretty	The prince is brave
Can the queen dance	Where is the king

Stop & chat

Take a moment to think about the content targeted for this learning segment. **Do not JUDGE it yet!**

- What content within language arts for grade 2 is being focused on?
- What are the prerequisite skills learners had prior to this?
- What discipline-specific practices are being used to teach the content?



<https://tinyurl.com/SupvTrainingMay2020>

1a Knowledge of content & pedagogy

The elements of component 1a are:

Knowledge of content and the structure of the discipline

Every discipline has a dominant structure, with smaller components or strands, as well as central concepts and skills.

Knowledge of prerequisite relationships

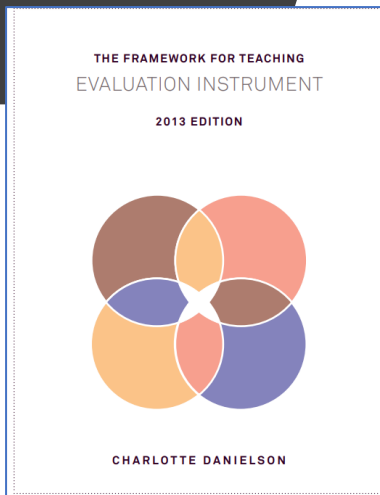
Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

Knowledge of content-related pedagogy

Different disciplines have “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators include:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom explanations
- Accurate answers to students’ questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice



1a- Knowledge of content and pedagogy

UNSATISFACTORY • LEVEL 1

In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.

BASIC • LEVEL 2

The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.

PROFICIENT • LEVEL 3

The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.

What you had to say for 1a

- All the lesson plans are **key components** to the final project of writing a letter. Each lesson focuses on one area that is brought together for the final writing piece.
- **Lack of academic vocabulary**
- The written portion of the lesson plan was thorough with all components completed. The teacher displayed solid knowledge of the important concepts in complete sentences and how they are related to other writing aspects. There was **alignment with all learning activities**. The teacher provided **clear explanations** of the content.
- The lesson plan is generally clear, logically sequenced, and aligned well to the NJSLS. The learning **objective is not written in measurable terms**. The assessment plan references a graphic organizer, but **no rubric or checklist to use to measure mastery** of the learning objective. The lesson plan indicated that a SMART Board was used with instruction to maximize student learning.
- This student teacher has a good understanding of the grammar and sentence structure in this lesson. It was unclear from the material presented **how much knowledge she knew about how much they already knew** about capitalization, periods, subjects and predicates. For the student who she indicated was gifted and talented, there were not any enrichment activities that I was able to find. Her lesson plans **could be improved by the inclusion of a rubric** in the letter writing activity.

More on 1a (new)....

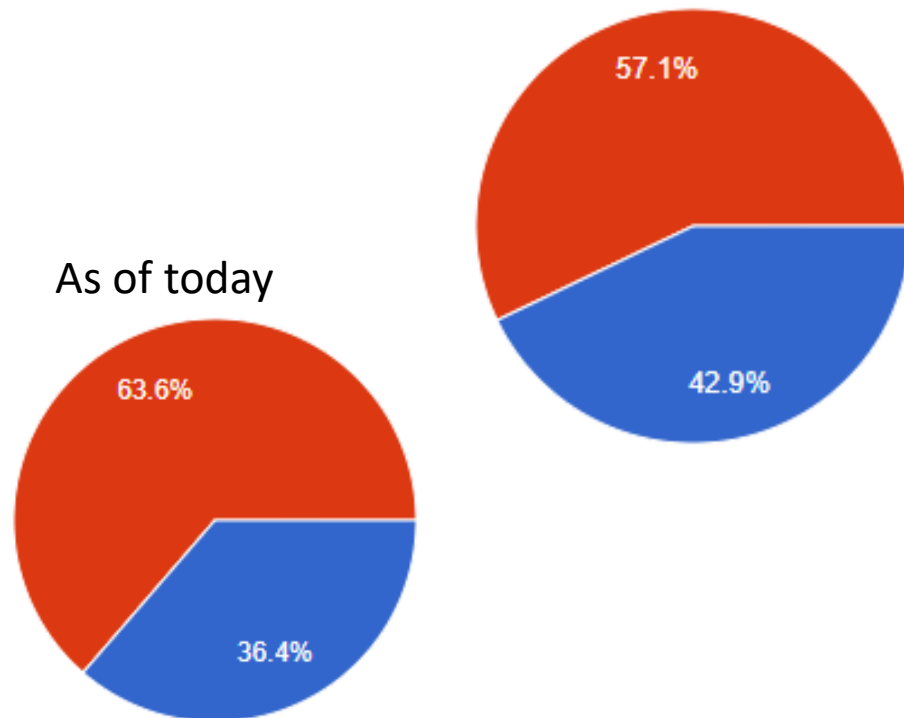
- The teacher demonstrated her **knowledge of the content and pedagogy in her lesson plans**. Her lesson plans contained all the essential parts of a good lesson plan including introducing the objective, guided practice, independent practice, assessments and closure. She also included a list of instructional materials she would use throughout the lessons. these materials **matched the objective and standards** being taught. The teacher's plans **did not show a large range of pedagogical approaches** to the objective though.
- **I do not see a lack of awareness of how these concepts relate to one another, but I do see a limited range of pedagogical approaches**. There is a variety of worksheets for the students to complete. I would like to see more physical movement, i.e. a kinesthetic approach as another alternative for the students to practice this content.

Your evaluation of 1a

Provide your rating for Domain 1, 1a, Demonstrating knowledge of content & pedagogy, based on your review of all materials.

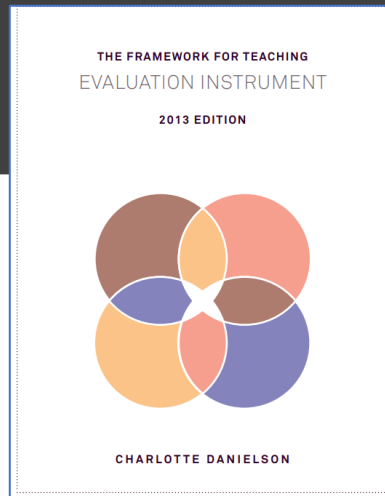


14 responses



- 3- The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates ac...
- 2- The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another....
- 1- In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher...

3a- Communicating with students



The elements of component 3a are:

Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson students are clear about what they have been learning.

Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. These directions for the lesson's activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students' interests and lives beyond school. The explanations are clear, with appropriate scaffolding, and, where appropriate, anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

Use of oral and written language

For many students, their teachers' use of language represents their best model of both accurate syntax and a rich vocabulary; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize on opportunities both to use precise, academic vocabulary and to explain their use of it.

Indicators include:

- Clarity of lesson purpose
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language

3a- Communicating with students

UNSATISFACTORY • LEVEL 1

The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.

PROFICIENT • LEVEL 3

The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.

BASIC • LEVEL 2

The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.

What you had to say for 3a

- There was **little interaction** from the teacher. Her responses were **basic and feedback was a simple word**. There was no tie into the work for the feedback. Little motivation.
- Based upon the video clips, students **understood the expectations** set forth and **worked cooperatively** to complete their tasks. The teacher provided support and guidance to assure that the concepts were being applied by each student.
- In the first video, there was **limited interaction** between the teacher and the students and little directions were provided (although were stated in the lesson plan and the planning commentary portion of the documents viewed). It appeared that one or two students asked for clarification of what was expected. The teacher did not take much time for explanation or modeling, at least not in the actual videos. The **second video had more interaction** between the teacher and the students and pertinent questions were asked to guide the students (i.e., Is that a question or a statement? How did you know it was a question?). The **explanation of the content was generally clear** as evidenced by student completion of the task with most students successfully completing the task.
- The pairs of students **were not working together**, rather they were working independently side-by-side. Although the teacher told them to work together, they continued to work side-by-side. They needed her to communicate how they specifically should each have a task or role in the work.
- I **did not see a reference to strategies** students could use when working independently. The lesson activities referred to naming part and telling part but the **academic language in the lesson plan** referenced subject and predicate, and these were **not used in the lesson**.

More on 3a (new)....

- While the lesson plans included the objectives of the lessons and activities that focused on those objectives, the **purpose/objective of the lesson was not clearly stated to the students** during the instruction. There was no clear lesson definition as written in the lesson plans. the teacher **didn't ask any higher order thinking questions** or talk about the strategies the students might use to determine if the sentences were statements or questions. The **directions were not clear** and the students were often not on task.
- Video 1 The instructor was **careful to help students with their cards** and worked with the students. It appeared that the students needed some reminders to write out a sentence using the incomplete part but in all the communication between the instructor and the students was **centered on the content**.
- Video 2 There were several examples of **solid communication with the students**. The instructor interacted individually with the students using the accurate vocabulary during her discussions. The initial directions were not observed but during the taping it was evident that the students understood what to do with the strips and where to put them, on exception was IVY who was **sharing with her partner rather than using her own**. This was corrected and she moved on. The only issue would be that she stated in her planning that **it was an independent activity but it appeared to be more guided** as she asked many questions, etc. This did not match the planning for assessment which stated that the she would be formally assessing and not answering questions during this activity. (formal formative)

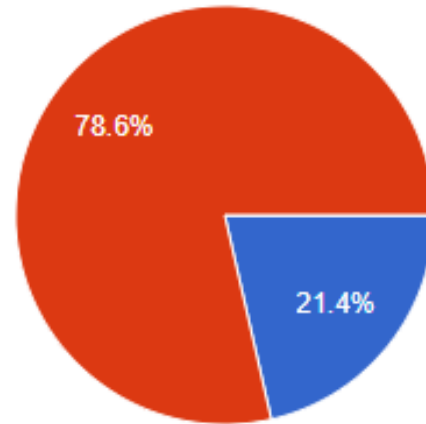
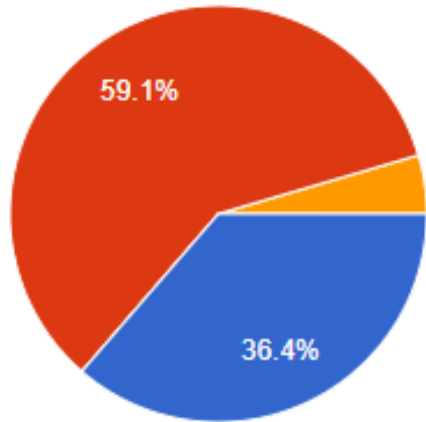
Your evaluation of 3a

Provide your rating for Domain 3, 3a, Communicating with students, based on your review of materials.



14 responses

As of today



- 3- The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and...
- 2- The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initi...
- 1- The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusi...

Content Knowledge

INTASC Standard 4....Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content.

New Jersey Student Learning Standards for English Language Arts

Grade 2

The New Jersey Student Learning Standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

<https://www.state.nj.us/education/cccs/2016/ela/g02.pdf>

Content knowledge

1- Unsatisfactory/developing	2- basic	3- proficient
<p>The teacher has minimal command of subject matter with major gaps in knowledge. NSLS are not considered in lesson planning and/or do not align with instruction planned. Teacher has little to no understanding of teaching strategies to foster student understanding in the discipline.</p>	<p>The teacher demonstrates a limited command of subject matter with gaps in knowledge. NJSLS are selected for lessons but may be misaligned or not prevalent in instruction planned. Teacher has a limited range of teaching strategies to foster student understanding of key disciplinary concepts.</p>	<p>The teacher demonstrates a solid command of subject matter. Appropriate NJSLS standards are incorporated into lessons including relevant content, consideration for prior student knowledge, planning multiple teaching strategies that foster the understanding of key disciplinary concepts.</p>

What you had to say about content knowledge

- Lessons were **sequenced appropriately** and were **aligned to the standards**. Content was appropriate for lesson objectives. The teacher used a variety of instructional strategies.
- As she worked with the students, the teacher demonstrated her knowledge of the topic and students respected her expertise. Based upon her lesson plans and the teaching materials she prepared, her series of lessons **built upon the knowledge gained in each previous lesson**. Her lessons were aligned with the cited standards.
- The writing standard, "develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach", was not the learning target of Lessons 1 and 3. Knowing the conventions of standard English are a prerequisite for revising, editing, and rewriting, but **these were not taught** in this lesson.
- The lessons **all hit an important part of the standard**. There was specific lessons for each piece which was brought together in the final letter writing activity.

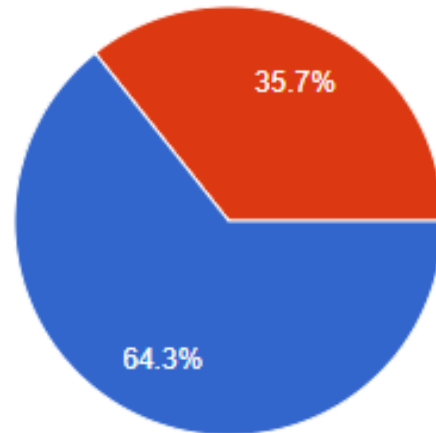
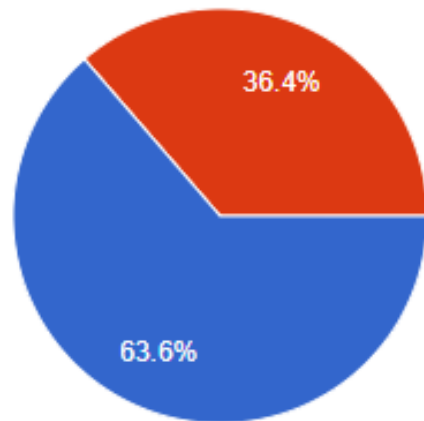
Your evaluation of content knowledge

Provide your rating for content knowledge based on your review of materials. (Alignment-
InTASC 4, NJSLS- <https://www.nj.gov/education/cccs/>)



14 responses

As of today



- 3- The teacher demonstrates a solid command of subject matter. Appropriate NJSLS standards are incorporated into lessons including relevant content, co...
- 2- The teacher demonstrates a limited command of subject matter with gaps in knowledge. NJSLS are selected for lessons but may be misaligned or not...
- 1- The teacher has minimal command of subject matter with major gaps in knowledge. NSLS are not considered i...

Application of content knowledge

InTASC Standard 5.... Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

Application of content knowledge

1- Unsatisfactory/developing	2- basic	3- proficient
<p>The teacher does not apply key concepts of the discipline within instruction in alignment to NJSLS and/or relies heavily on textbook or pre-existing curricular materials. Classroom activities lack student engagement in problem solving and/or critical thinking.</p>	<p>The teacher inconsistently applies key concepts of the discipline within instruction in alignment to NJSLS. Classroom activities and strategies engage some, but not all students in problem solving and critical thinking within the content area.</p>	<p>The teacher consistently applies key concepts of the discipline within instruction in alignment to NJSLS. Classroom activities and strategies engage students in problem solving and critical thinking within the content area.</p>

What you had to say about application of content knowledge

- Students were given opportunities to think critically as they determined whether sentences were complete and determine how to complete those which were missing an element. They were **asked to explain their reasoning** and encouraged to use appropriate content vocabulary. In a subsequent lesson, they had a similar opportunity to determine whether a sentence was a question or a statement. In the final lesson, students **would apply the skills and content** they had learned in composing a letter. They would be instructed to leave an extra line between each sentence to allow for revision and editing - a key component of the writing process.
- The pairs of students **were not engaged equally**. In one pair one student answered the question while the other just wrote the answer and in another pair the two were not working together. There is no point to paired practice if it is not structured for paired engagement.

More on application of content knowledge

- There was some evidence in the videos of incorporating the vocabulary pertinent to the standards, particularly in the second video. As previously mentioned, the first video included portions with some discussion not easily heard. There was **limited interaction** with the students but stronger evidence was noted in the second video, specifically, the teacher's **comments and questions demonstrated her knowledge of the content**. Not all students were prompted to explain their thinking beyond a short response.
- The purpose for this unit is build on what the student already knows about writing complete and grammatically correct sentences with the composition of the letter being the end product. The teacher **understands that the skills must build on one another** to allow the students to be able to construct proper sentences and to compose a letter. She **developed strategies** that are inclusive of all types of learners. She utilized graphic organizers, partners, practice, positive feedback, pre-writing and independent sentence writing.

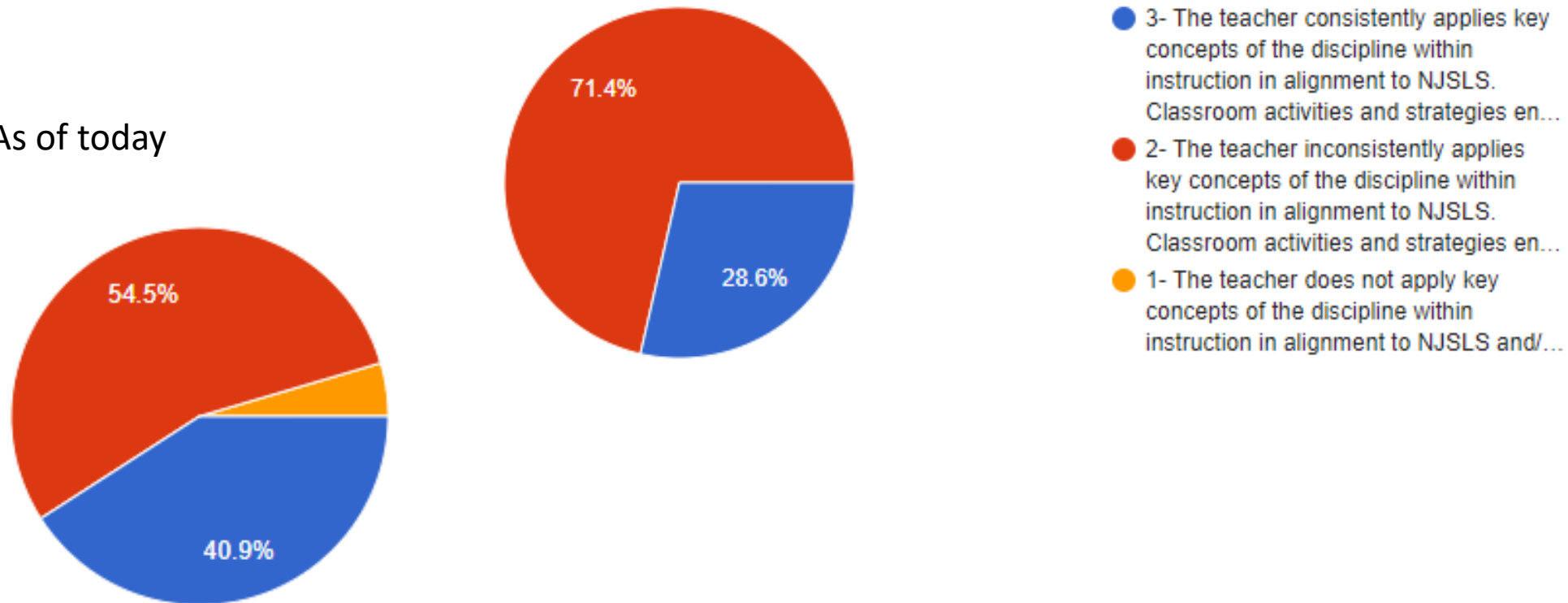
Your evaluation of application of content knowledge

Provide your rating for the application of content knowledge based on your review of materials. (Alignment- InTASC 5, NJSLS- <https://www.nj.gov/education/cccs/>)

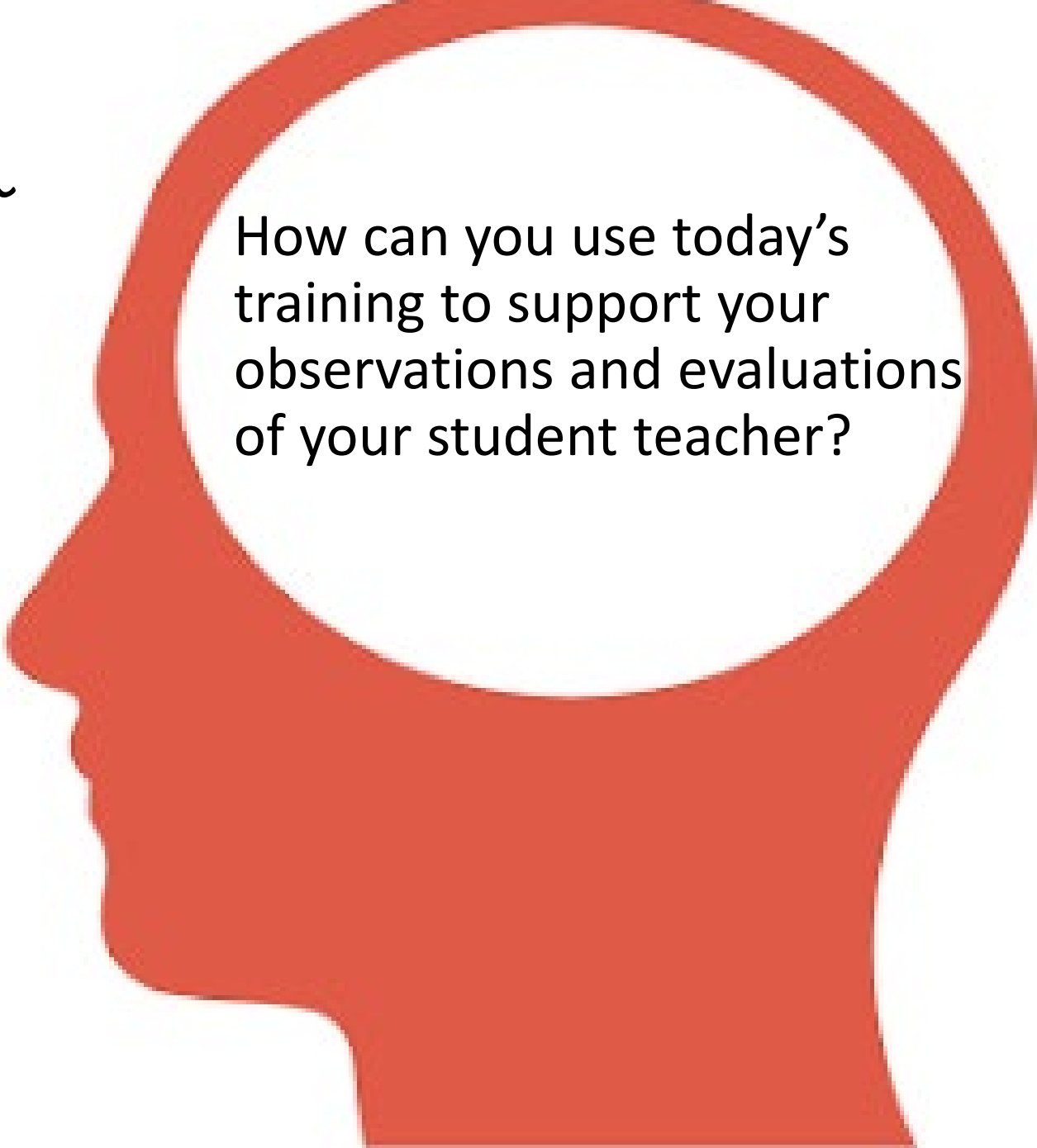


14 responses

As of today



Stop & reflect



How can you use today's training to support your observations and evaluations of your student teacher?

Please chat in your response or email it to me.

August follow up

- Tentative date of August 13th
- Structure for candidates with remaining CPE hours
- Review of Spring 2020 data & reset of grading structure
- SGO Assignment for Seminar



We need your help....

- Formally **review the new indicators** on the supervisor final evaluation
 - Go to <https://forms.gle/nwRd8LajoPPePMyV9>
- Take part in the **CAEP accreditor virtual visit**
 - Sunday June 7th meet & greet from 5-6 pm
 - Monday June 8th supervisor discussion from 10-10:45 am
- Review and **provide feedback** on the updated Student Teaching Handbook

