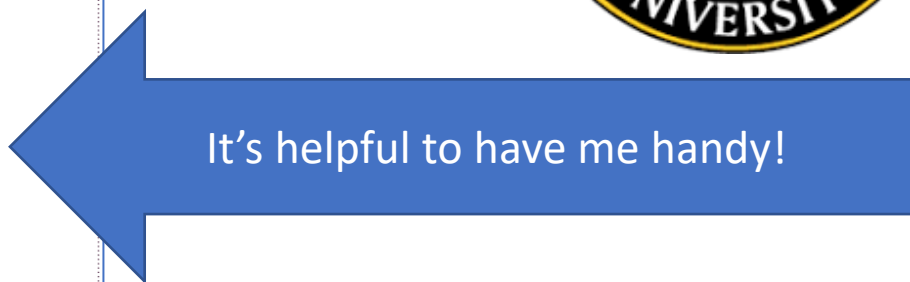


# Supervisor Debrief Conference

Stockton Teacher Education Program

May 27-28, 2020

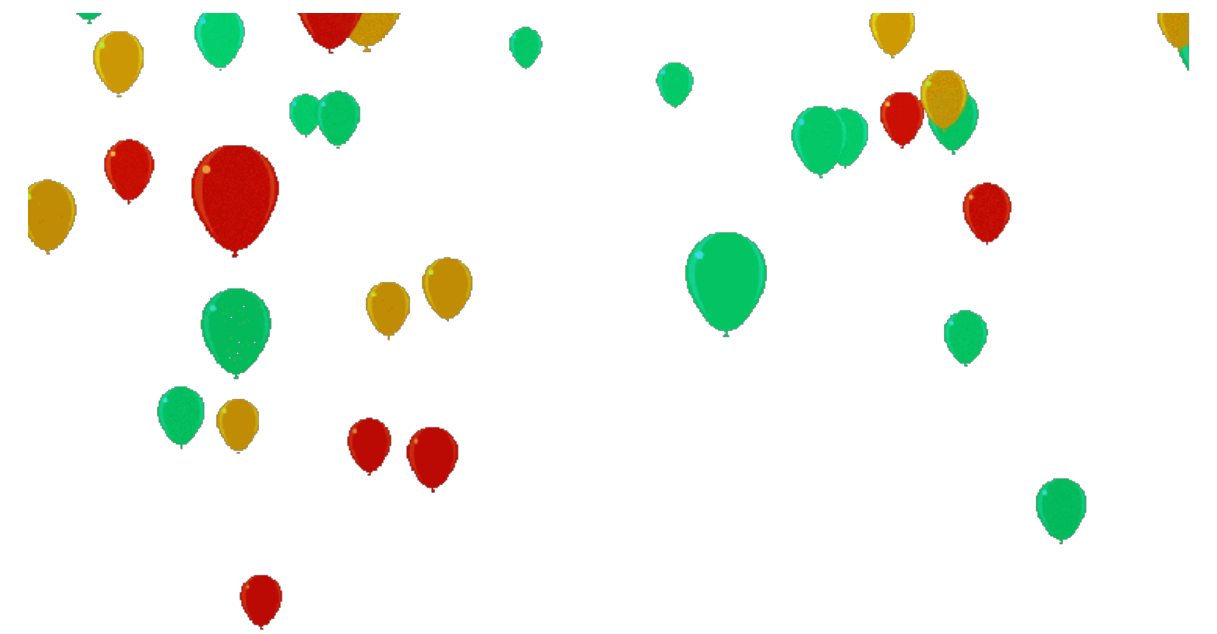


I'll be recording today's session for archival & training purposes.





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



# Training schedule

## **Wed- May 27<sup>th</sup>**

- 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 28<sup>th</sup>**

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

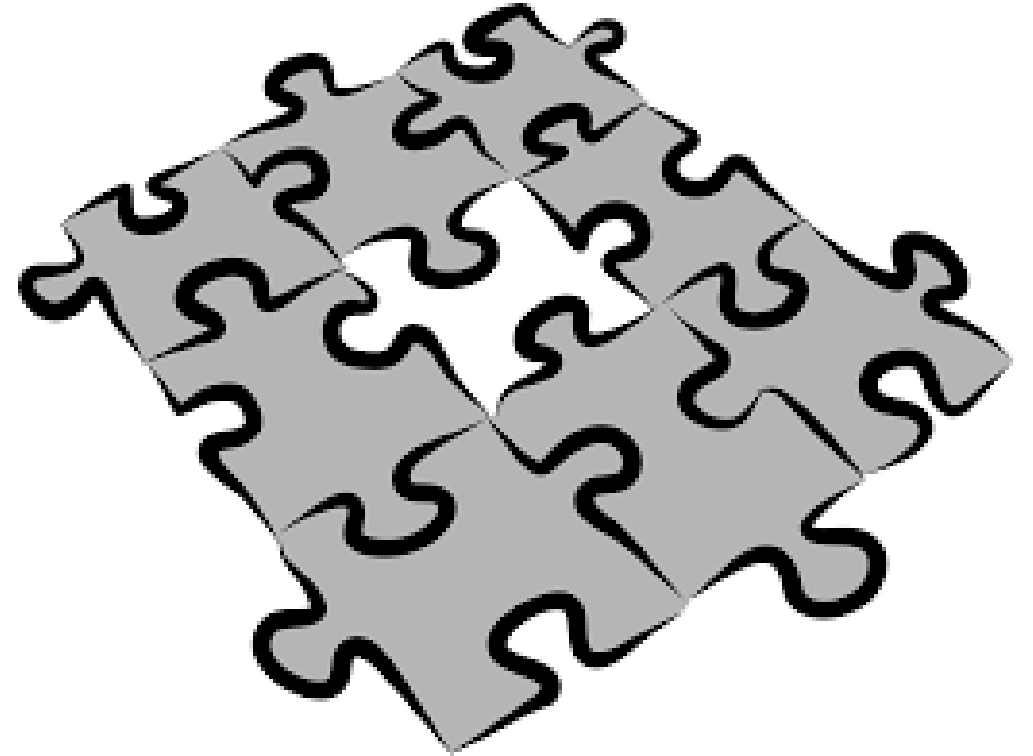


# Realizing something's missing....

- 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 specialist!

- **English-** Mrs. Donna Blair, Retired District Director of Curriculum for GEHRHSD, Adjunct Faculty & instructor of EDUC 4120 Reading in the Content Area



# 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

<https://tinyurl.com/SupvTrainingMay2020>



NARRATIVE WITH LESSON  
ARTIFACTS



LINK TO THE NEW JERSEY  
STUDENT LEARNING STANDARD



VIDEO EXEMPLAR(S)

If you're world language, we grouped you with English because of all the discipline practices you share! But, when done, you can ask for an exemplar for your specific area.

# English Exemplar

- Grade 10
- Content focus
  - NJSLA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - NJSLA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
  - RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.



# English Exemplar

- Lesson focus- For students to response to a complex text through discussion and analysis. Students will observe how the selected short story (The Yellow Wallpaper) fits into the genre of Gothic Literature and identify key elements of short stories, and gothic elements within text.
  - Lesson 1- pre-reading activities in the text of the short story
  - Lesson 2- analyze how the varied literary techniques in the short story affect the plot of the story
  - Lesson 3- analyze concepts presented in the short story and detail conclusions in writing

Lesson 1 Instruction Materials



Consider these pictures.  
What do you predict  
this story will be about?

# English Exemplar

- Lesson clip 1 of lesson 2- 9:56- in length- discussion of elements of the short story. Students at desks w/teacher facilitating discussion. Students contributing ideas. (Related to issues w/pregnancy)
- Lesson clip 2 of lesson 2- 9:55- gallery walk to review responses to questions from reading with follow up discussion facilitated by teacher



# 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 10 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

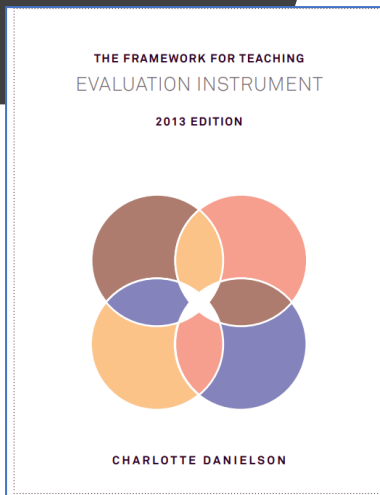
*Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.*

### 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

- The teacher **used several techniques**, academic vocabulary and related content to students.
- The teacher was **simply explaining the story** to the students and telling them what was happening **rather than guiding them** to understanding how the elements of diction, tone, character and metaphor contribute to the theme of the work. During the Gallery Walk activity **it was clear that the students did not understand the elements of literature** in the questions because they didn't know how to answer them, but the teacher went ahead and just answered the questions for them because the students could not. The **literary elements needed to be defined and/or taught** prior to the activity.
- The teacher made a solid effort to have students read, analyze and interpret the novel. There was prereading activities, close reading activity and a writing response. Reading, vocabulary activities, a drawing activity and the use of google classroom to record responses **were all part of the pedagogical repertoire** the teacher used. She **can not be faulted for lack of trying a variety of methods** to help her students understand this piece of Gothic literature.

# More on 1a....

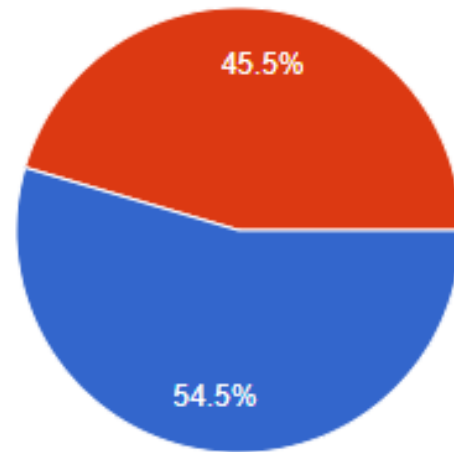
- The unit is on a Gothic Literature piece "The Yellow Wallpaper". The teacher helps the students understand the concept of postpartum as a real diagnosis. She also explains that since this story takes place in the late 18th century, people did not understand depression and how to treat it as a real disease. Her plan demonstrates that she will **clear any misconceptions** that the husband/doctor is not cruel, but treating the disease in a manner that he believes is correct. During the three lesson plan, she **incorporates various pedagogical approaches**, and she also **addresses students with various learning styles**--auditory and visual. She also ensures that her classified and 504 students' needs are addressed. She **scaffolds the learning**--Lesson 1 - pre-reading activities, Lesson 2 - read and analyze the text and Lesson 3 - interpret and write their personal connections to the text. In addition, she **shares her own personal connections to the story**. She relates how her mother suffered from postpartum depression when her younger brother was born.

# Your evaluation of 1a

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



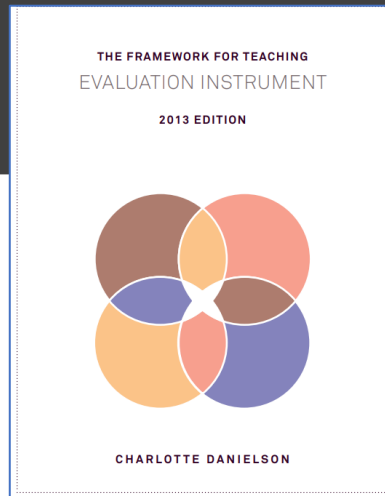
11 responses



- 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

- Teacher **explained everything** and used several strategies
- The teacher connected the short story to what the students **previously learned** about Gothic literature. **Directions for all activities were clear** in her lesson plans and handouts. Her spoken language in the videos **was accurate and grade-level appropriate**. She focused improving students' general vocabulary as well as academic vocabulary of Language Arts. The only thing **missing is the focus on strategies** student could use when working independently.
- **Some students are intellectually engaged** in the lesson and Q&A during the teacher's oral recitation of the literature reading.

## More on 3a....

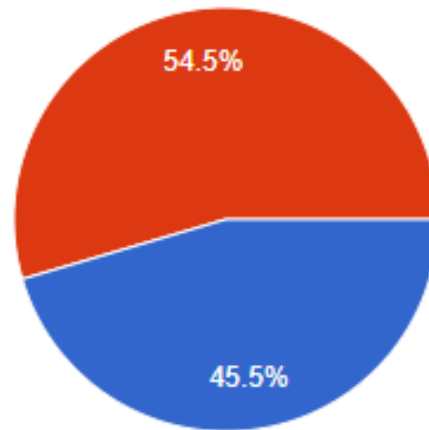
- Although we did not see the beginning of the discussion of post-partum depression, the lesson plans indicate that the teacher shared her own experience and understanding of the condition. The students **were most actively engaged** in this part of the lesson and it is a **essential understanding** of the story, so it needed to be more than anecdotally introduced. An interdisciplinary mini-lesson or video with a clear definition and **explanation of this complex mental illness was needed**. Also, the **academic language of the literary elements, especially tone, diction, and theme, was not clearly understood by the students**.

# Your evaluation of 3a

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



11 responses



- 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

- The **learning targets intended for the lessons were not always the focus of the actual lesson** nor the assessments a measure of the attainment of the target.
- I believe her plan demonstrated consideration of student knowledge and experiences, and she did plan multiple teaching strategies, and her plans demonstrated she understood the key concepts, but in **delivery of the lesson did not follow what she had planned**.
- The Planning Commentary and lesson plans **were detailed and supported the standards referenced**. Several strategies were noted in the lesson plans (vocabulary and drawing activities, discussion, cooperative group activity/Gallery Walk). The artifacts also supported the lesson and the standards (Google assessments, vocabulary bingo, Gallery Walk questions). The **teacher scaffolded her lessons** and built upon the previous lesson to ensure student understanding. She made certain to **include the language from the standards** (i.e., tone, word choice, how characters interact with other characters, etc.).



# More on content knowledge...

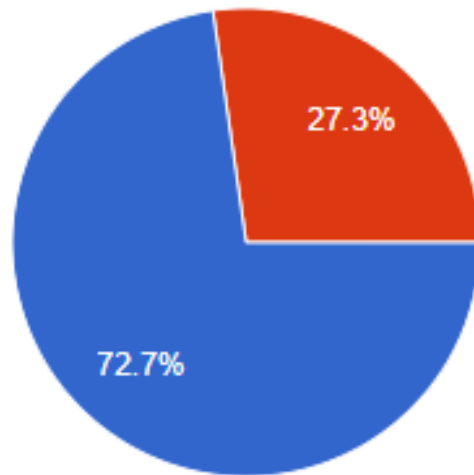
- She demonstrates **a good understanding of the language, Gothic elements, literary techniques and supporting writing through the text.** She incorporates multiple teaching strategies - visual assessments, exit tickets, a gallery walk, vocabulary exercise, and a written essay.
- In second video, the teacher **reinforces the elements of Gothic literature**, spends time on the concept of tone, identifies the need to look at specific elements of insanity in the text to be used in the writing assignment that is coming later. Diction is also explored in the gallery walk.
- Her lesson plan was **aligned** to the appropriate standard and grade level. She provided **different instructional strategies** and discussed how they would benefit the students' with diverse learning needs, such as, the students with 504 plans and learning disabilities. She utilized the gallery walk, exit tickets, vocabulary bingo and other activities to maintain student engagement during this 90 minute block.

# 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/>)



11 responses



- 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. NJSLS 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

- The teacher **did not ensure that all the students were participating** in the lesson. She did circulate and monitor one group of students, but perhaps this was because of the limited filming time. It appeared that she would answer some of her questions without providing ample wait time for the students to answer. She did mention that the students struggle with independent reading, and thus, she read to them. I would encourage her to work with the students to increase their reading fluency by having them read aloud with appropriate positive reinforcement.
- The instruction conveyed consistent expectations for student achievement. The **strategies provided concrete experiences and visual means to study abstract concepts and ideas**. Additionally, the teacher **made explicit links to tie the concrete experiences with abstract ideas**. Students were focused on uniting knowledge and skills to promote deep conceptual understanding.

# More on application of content knowledge

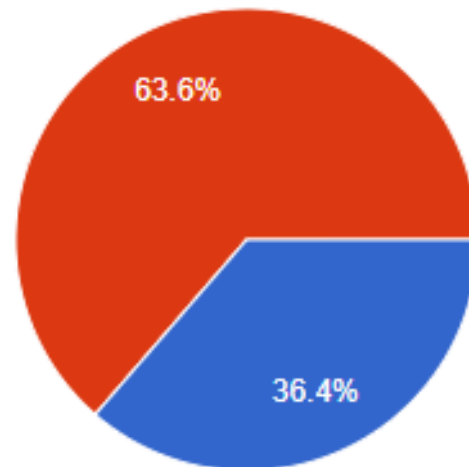
- Throughout the videos, there was evidence of the **teacher's knowledge of the subject**. While key concepts were discussed in the videos, the **first video depicted limited student engagement**, as some students responded and participated in discussion but not all. However, in the second clip, there was **more student involvement** as they participated in the cooperative group activity (Gallery Walk). Students were asked to report out their findings. There was more overall student engagement in this video with students contributing to the activity and presenting the results of their group discussion.
- Again, **too much teacher talk**; students were not called upon often enough especially in the first lesson. She did improve in the second, but still there was a limited number of students actually engaged.

# 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/>)

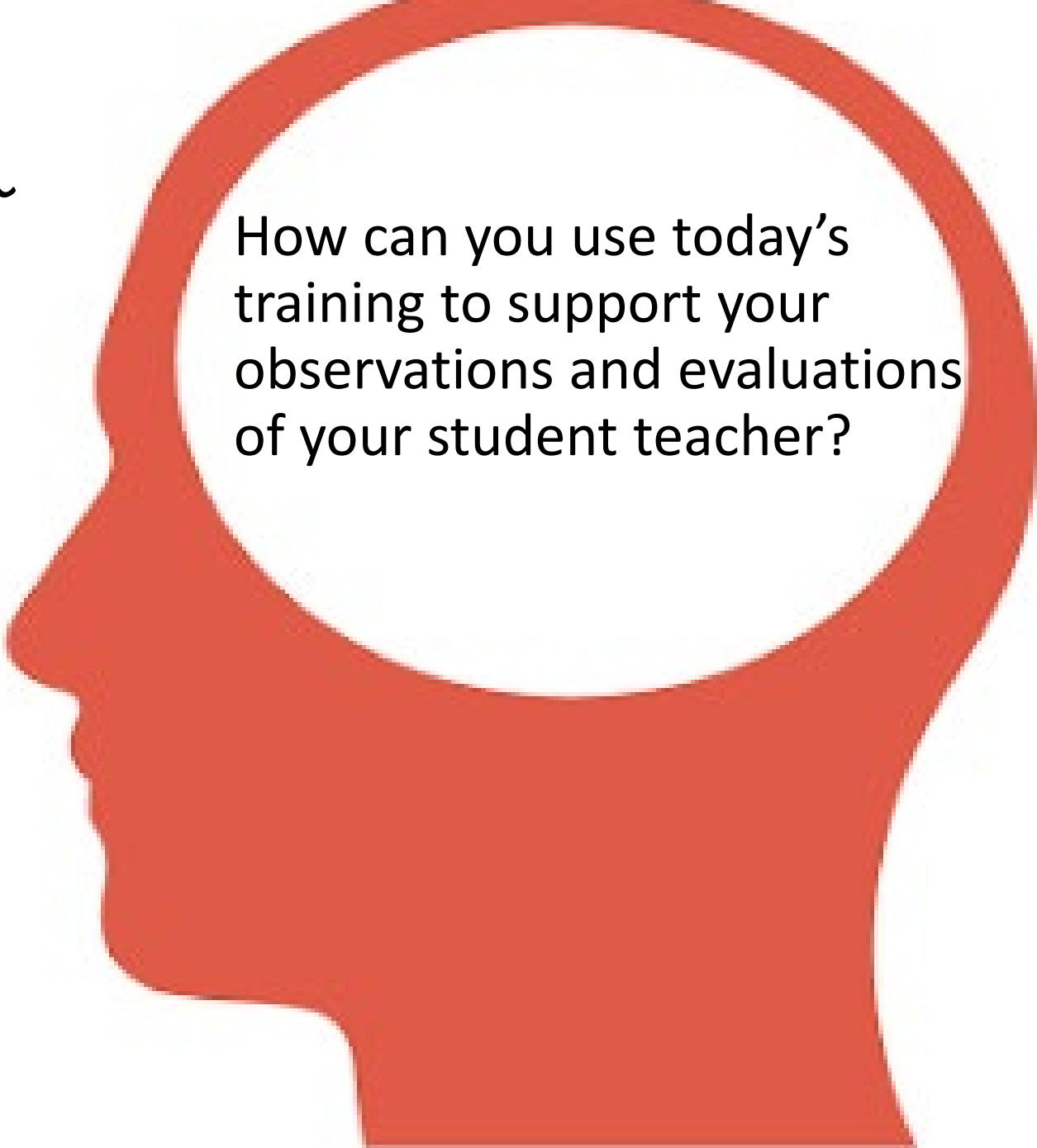


11 responses



- 3- The teacher consistently applies key concepts of the discipline within instruction in alignment to NJSLS. Classroom activities and strategies en...
- 2- The teacher inconsistently applies key concepts of the discipline within instruction in alignment to NJSLS. Classroom activities and strategies en...
- 1- The teacher does not apply key concepts of the discipline within instruction in alignment to NJSLS and/...

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 13<sup>th</sup>
- 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 7<sup>th</sup> meet & greet from 5-6 pm
  - Monday June 8<sup>th</sup> supervisor discussion from 10-10:45 am
- Review and **provide feedback** on the updated Student Teaching Handbook

