Supervisor Debrief Conference

Stockton Teacher Education Program

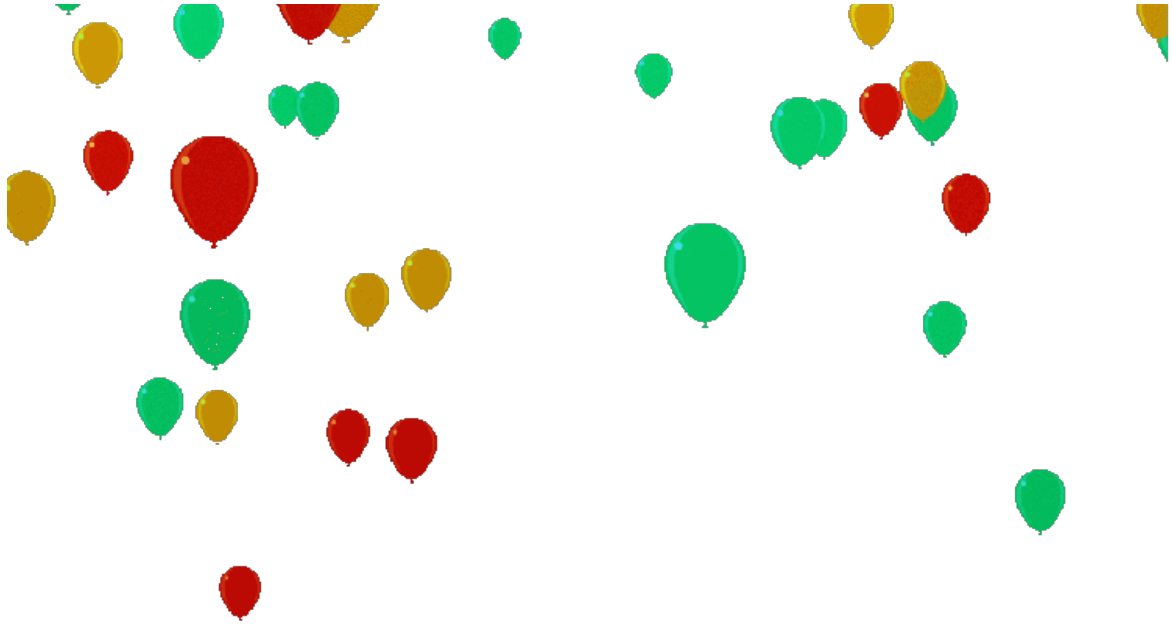
May 27-28, 2020

It's helpful to have me handy!

http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf

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

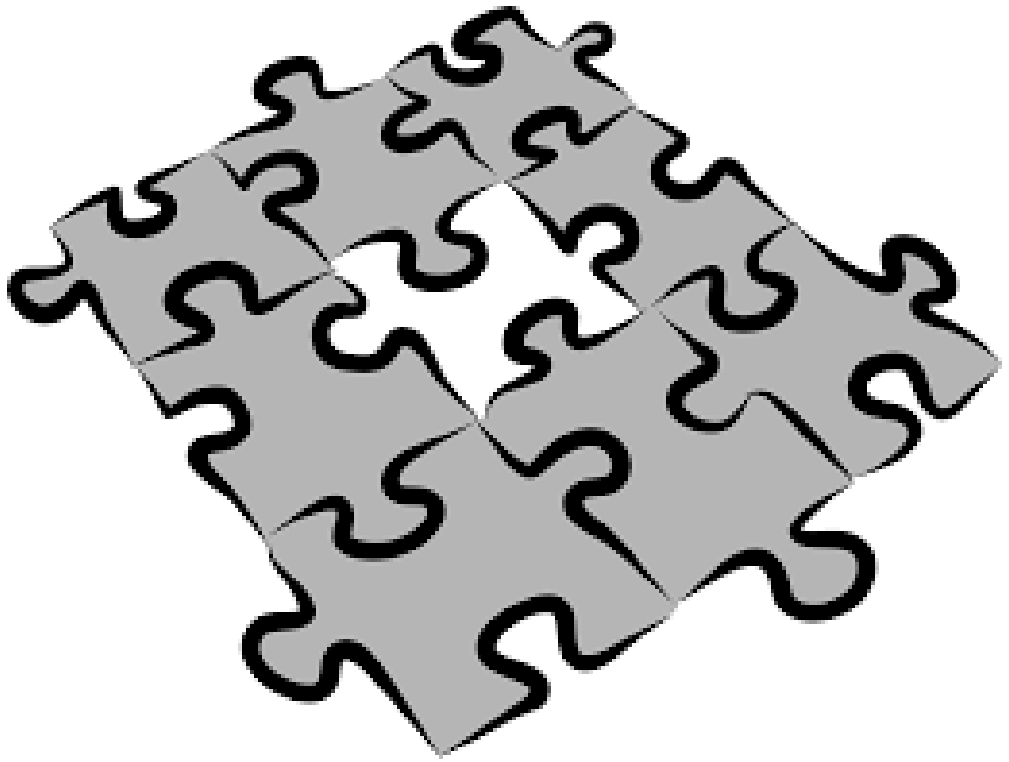
10-11 am	Mathematics (including Middle School)
11:30-12:30	Sciences (including Middle School)

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 specialist!

- **Sciences-** David Furgione, NAMS faculty, former GEHRHSD Supervisor of Science for 30 years

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 art, we grouped you with Social Studies because you both fall within the discipline of the arts and humanities! But, when done, you can ask for an exemplar for your specific area so you can practice further.

HS-ESS2 Earth's Systems

Science Exemplar-content focus

HS-ESS2-5. **Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes**. [Clarification Statement: Emphasis is on mechanical and chemical investigations with water and a variety of solid materials to provide the evidence for connections between the hydrologic cycle and system interactions commonly known as the rock cycle. Examples of mechanical investigations include stream transportation and deposition using a stream table, erosion using variations in soil moisture content, or frost wedging by the expansion of water as it freezes. Examples of chemical investigations include chemical weathering and recrystallization (by testing the solubility of different materials) or melt generation (by examining how water lowers the melting temperature of most solids).]

HS-LS1-1. **Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**. [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]

https://www.state.nj.us/education/cccs/2016/science/

Science Exemplar-content focus

HS-LS1 From Molecules to Organisms: Structures and Processes

HS-LS1-1. **Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells**. [Assessment Boundary: Assessment does not include identification of specific cell or tissue types, whole body systems, specific protein structures and functions, or the biochemistry of protein synthesis.]

HS-LS1-3. **Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis**. [Clarification Statement: Examples of investigations could include heart rate response to exercise, stomate response to moisture and temperature, and root development in response to water levels.] [Assessment Boundary: Assessment does not include the cellular processes involved in the feedback mechanism.]

https://www.state.nj.us/education/cccs/2016/science/

Science Exemplar

- Lesson focus- 9th grade biology
  - Lesson 1- properties of water including cohesion, adhesion, capillary action, and surface tension
  - Lesson 2- compare the effects of a buffer in an experiment to see how organisms use buffers for homeostasis
  - Lesson 3- review/summary of Lesson 1 & 2 concepts

Science Exemplar

- Video excerpt- Lesson 2 Clip 1- 10 min- teacher discusses objectives of lab then reviews steps of experimentation process
- Video excerpt- Lesson 2 Clip 2- 6 min- students work on experiment while teacher observes and facilitates process including questions/discussion about content

Stop & chat

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

- What content within biology for grade 9 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.

http://www.loccsd.ca/~div15/wp-content/uploads/2015/09/2013-framework-for-teaching-evaluation-instrument.pdf

What you had to say for 1a

- Teacher explained to class how this **relates to real world**.
- Generally, **content knowledge/ information imparted to students was good**. Pertinent review/examples such as the effect of Blood as an example of a buffering agent would help to bring home the concepts of a buffering agent in life.
- The teacher **displayed knowledge of the content** in the lesson plan. The lesson plan reflected this knowledge and previous learning.
- I would score this as a low X. The teacher displayed a **solid command of important concepts and prerequisite relationships**. Lesson plans included labs for the students and a webquest. However, there is **not enough info to determine that she had a "wide range"** of approaches.
- **practical examples would help**; good basic content knowledge
  how do concepts relate to the goals of the lesson (biological relationships)

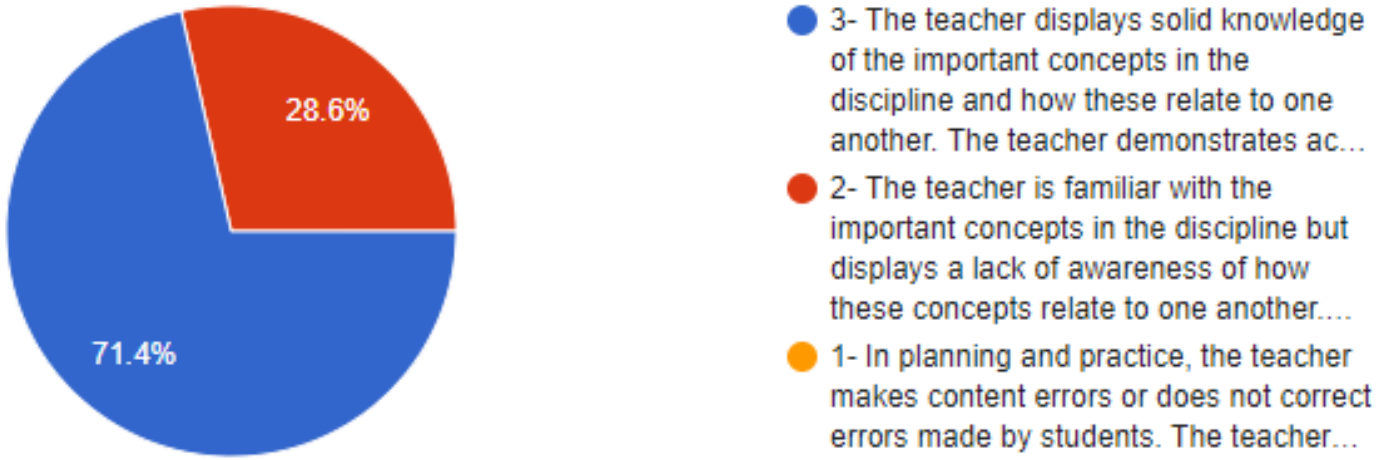
More on 1a….

- The student teacher had **solid knowledge** of the three lesson concepts. She referenced **how they related to one another** in her plans and any **pre-requisites** students needed to know prior to the lessons. She mentioned that students had received section notes on water properties, acids, bases, and buffers prior to these lessons. It was difficult to determine whether **she has a wide range of effective pedagogical approaches** on the topic.
- Overall, the teacher had a **good knowledge** of the pH range and what an acid or base does to a solution. There was a clear presentation of the objective. The teacher **understood the relationships** between acids and bases however, there needs to be a **greater expansion of how buffers are used in the blood**. Teacher plans reflected a wide range of pedagogical methods.

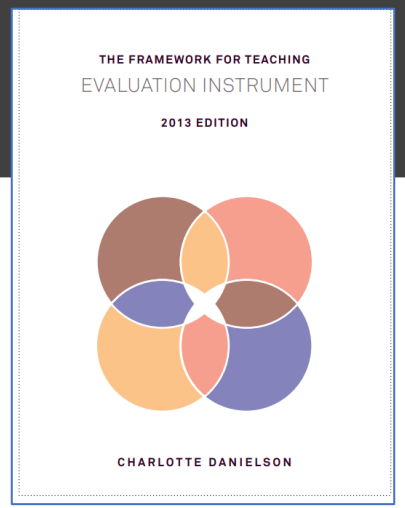
Your evaluation of 1a

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

7 responses



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.

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.

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.

What you had to say for 3a

- Teacher **used academic vocabulary**, gave **precise directions** and **facilitated discussions**.
- I felt that there **needed to be more student-teacher interaction** in the **opening explanation** of the lab reviewing key vocab and the relationships between acids-bases and the potential buffering effects on each other.
- The teacher **communicated the steps for the lab clearly** and checked for understanding. The teacher conveyed a **solid presence**, positive affect, and patience. All students were engaged in a positive, respectful environment. The teacher was **approachable, supportive, and respectful** during interactions. She demonstrated **active support** for all learners, and students engaged in respectful dialogue with peers. There were frequent positive communications among the teacher and students.
- Teacher's **oral and written communication** to the students was **clear** and specific. Her **explanation of content was also clear**. In the video introducing the lab, she clearly identified the purpose of the lab and what the students would be doing.

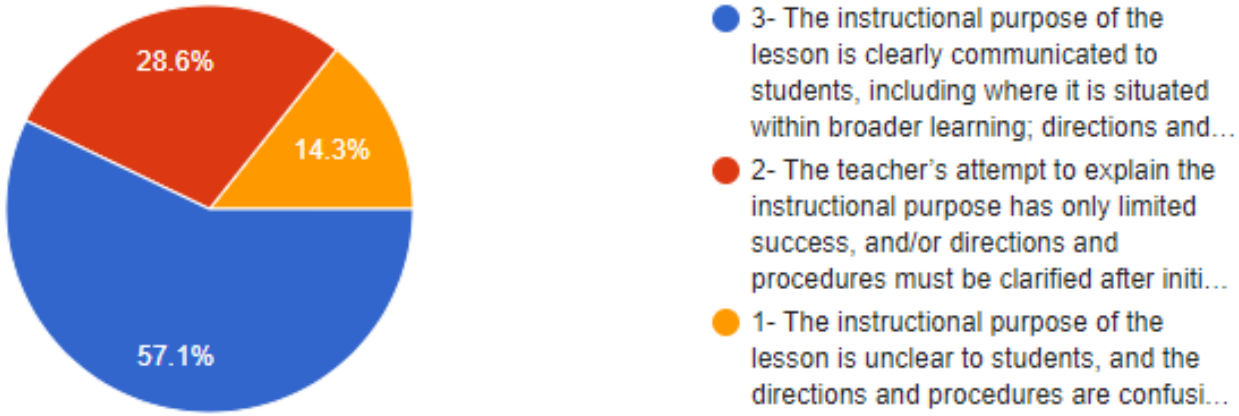
More on 3a….

- when in a class session **concentrate on safety** and an overview of the experiment; **wait for the lab session to describe procedures**; the teacher should not turn her back to other students in the class
- The first video showed the student **teacher clearly communicating** with the students the lesson objective, vocabulary understanding, instructions for the group lab work, safety measures, and how to conduct the lab experiments. She **answered student questions** and **used appropriate vocabulary** for the lesson content.
- The purpose was clearly provided to the students. The first video the teacher interacted with the students calling the students by name. Students were attentive and on task, indicating the students showed respect for each other. The teacher was approachable and provided individual attention as needed. In the second video , The teacher **needed to concentrate on lab safety** and **provide students with a more in-depth explanation of the concepts**

Your evaluation of 3a

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

7 responses



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.

Content knowledge

1- Unsatisfactory/developing	2- basic	3- proficient
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.	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.	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.

What you had to say about content knowledge

- Teacher had **solid command of content**.
- Teacher knowledge was **generally good** especially when observed interacting with students in the lab groups. She **posed reasonably challenging questions** that related directly to experiments.
- The teacher demonstrated knowledge of science content. The implementation of the lesson plan **was aligned to the standards** noted in the lesson plan.
- Strategies for developing an understanding; guided discovery; problem solving questions; the teacher has **clear and precise directions**

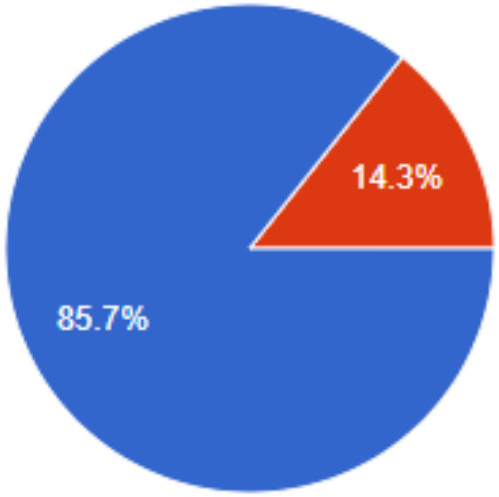
More on content knowledge…

- The student teacher **understood her lesson content** and used **appropriate standards** for the three lessons. She considered **prior student knowledge** and that students learn from engaging activities by planning labs so they could self-discover.
- I would give the teacher a X but it would be a low X. As a 9th grade teacher the teacher **needed to go into greater detail of what pH is and how a buffer works** using real examples (not just "Blood"). The teacher **never linked how homeostasis is linked to blood and a buffer**. The teacher did circulate around the lab interacting with students **explaining how an acid and base worked**.

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/)

7 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. 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
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.	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.	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.

What you had to say about application of content knowledge

- Students did the lab instead of watching the teacher do it, It was **student centered and multi modality**.
- There were **inconsistencies in emphasizing key concepts** especially during the introduction of the lab. I did feel that key concepts were more effectively touched upon during her visits to groups.
- Students had the opportunity to **apply their content knowledge** to a science lab.
- - **relate concepts** to everyday situations, movie or literature.
  - describe **ramifications of poor safety tech**niques
  - review **prior knowledge** and the direction of the science unit

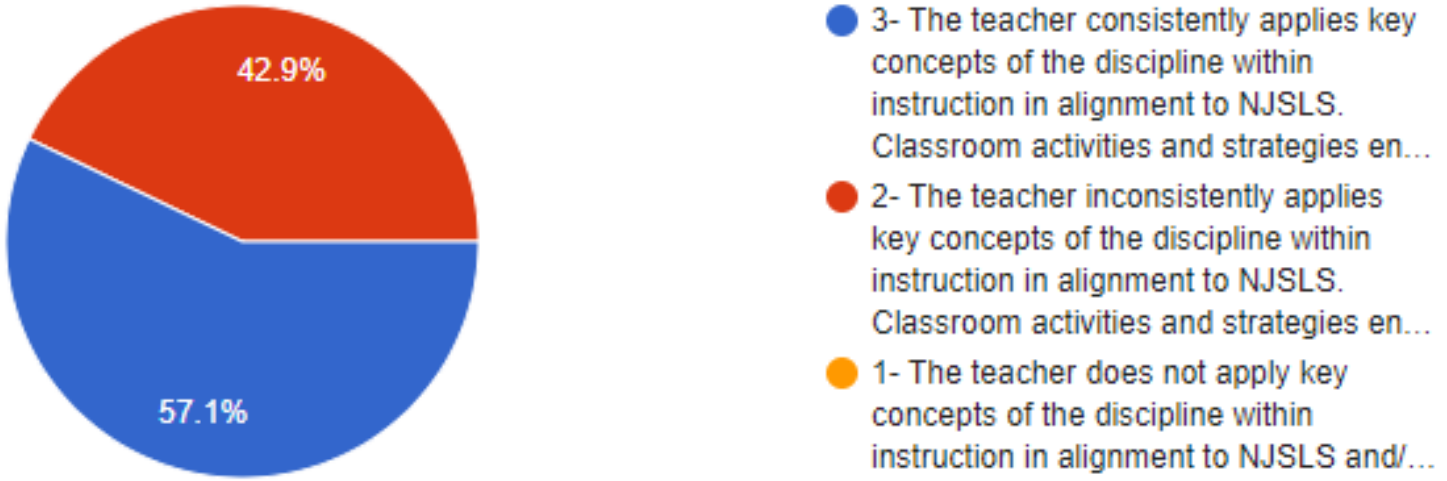
More on application of content knowledge

- The student teacher **applied key concepts** in the lessons and created a student learning environment by having **engaging labs** for students to discover key lesson concepts.
- The teacher created a positive learning environment with **an engaging lab exercise**. The teacher **incorporated concepts of discipline within instruction aligned with NJSLS**. The teacher clearly understood the reasons for lab safety when working with acids and bases. The teacher reinforced lab safety. However, there was **several times safety instructions were not followed**. There were **inconsistencies when discussing key concepts** with the students.

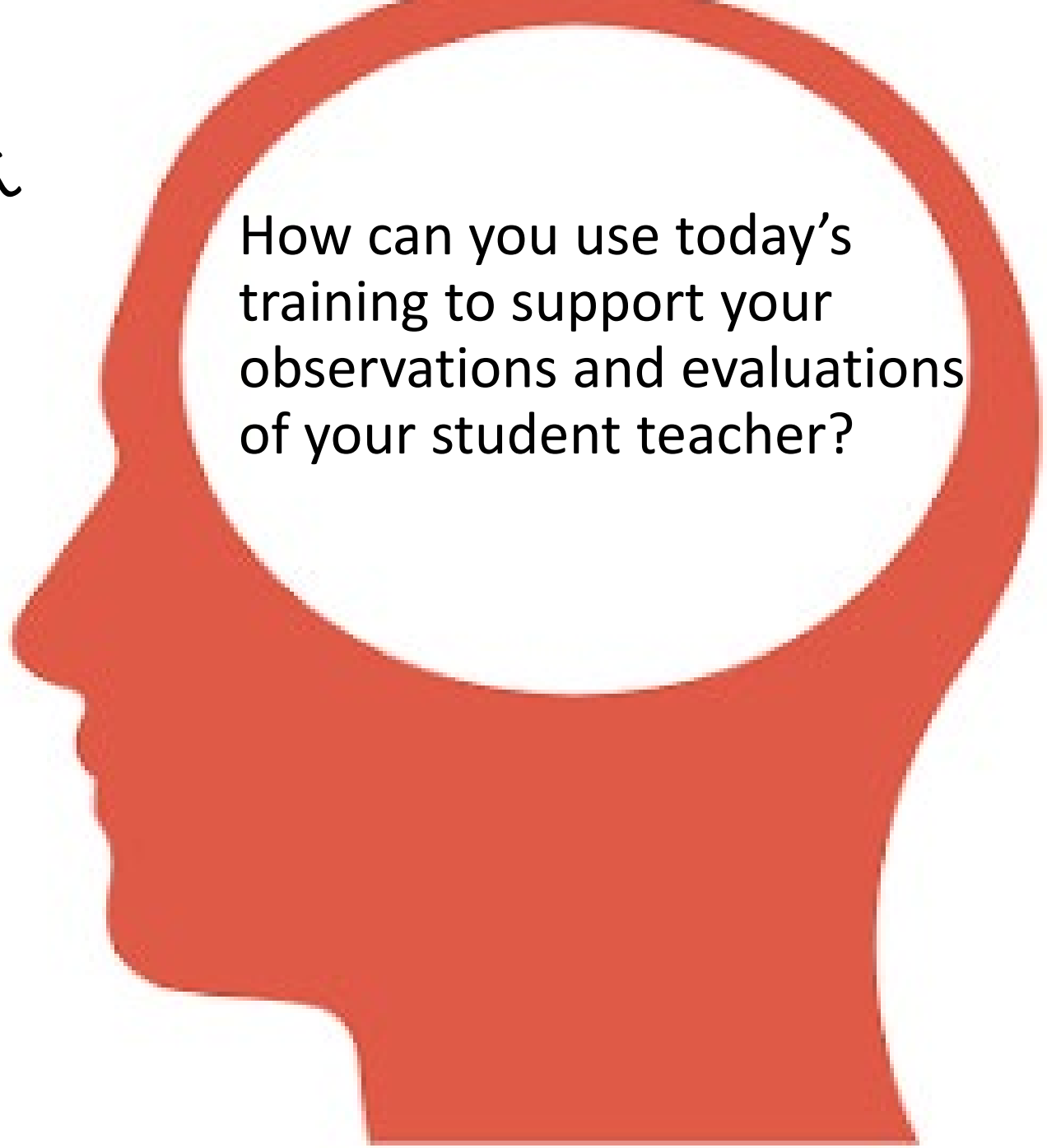
Your evaluation of application of content knowledge

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/)

7 responses



Stop & reflect



Please chat in your response or email it to me.

August follow up

- Tentative date of August 13th
- Structure for candidates with remaining CPII 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