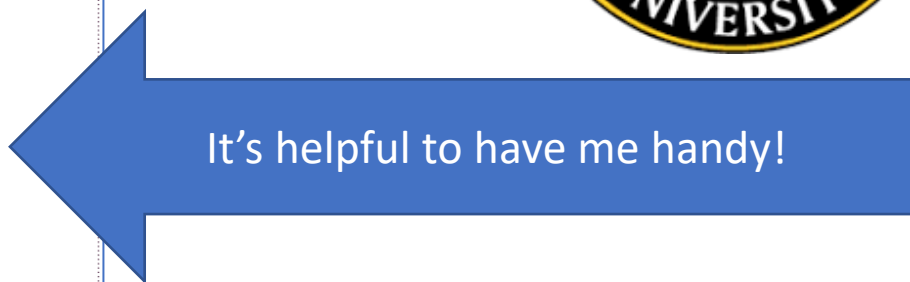


Supervisor Debrief Conference

Stockton Teacher Education Program

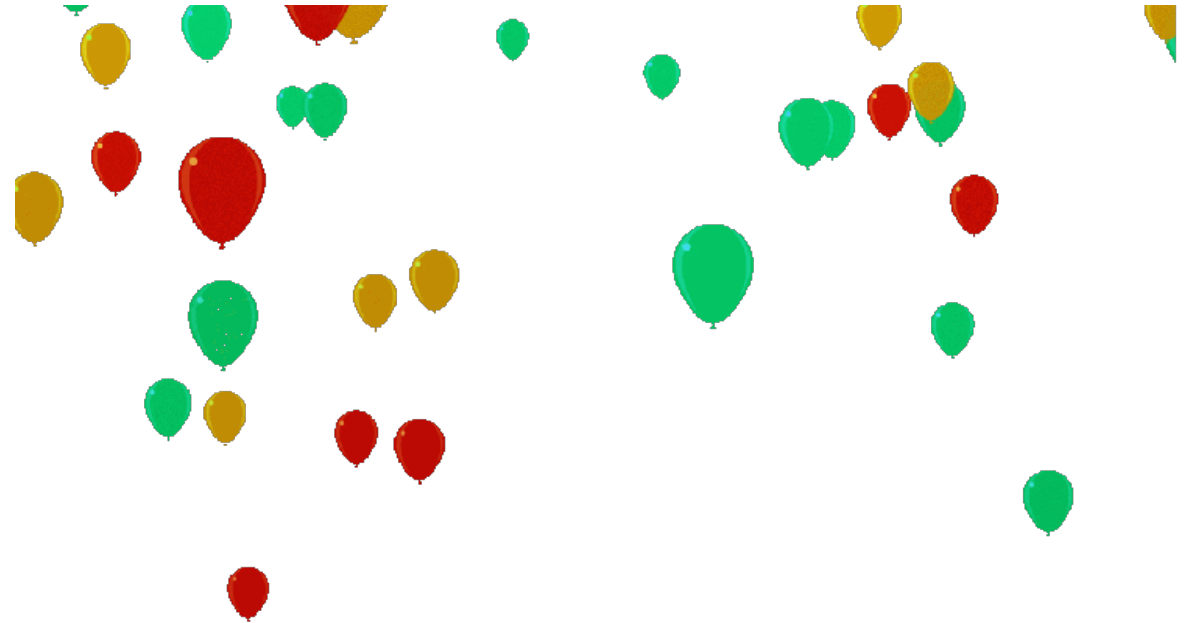
May 27-28, 2020



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)

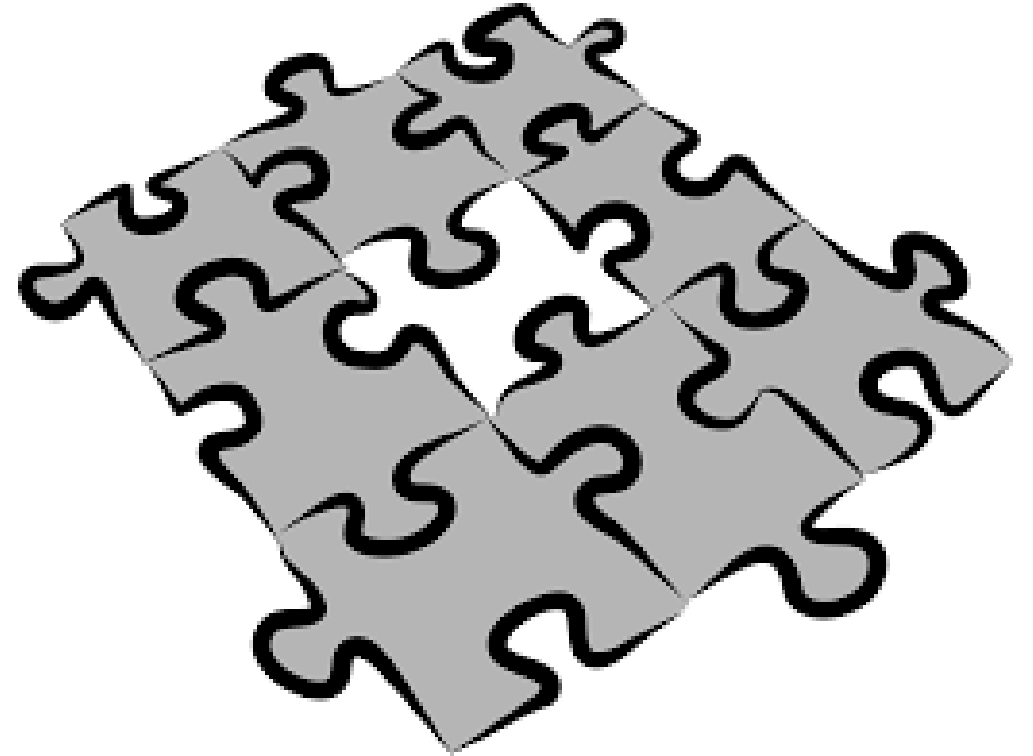


Realizing something's missing....

- 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 specialist!

- **Social Studies-** Dr. Jeanne DelColle, Strategic Partnership Coordinator, 17 years teaching social studies, Adjunct Faculty & instructor of EDUC 1161 *Praxis Social Studies*



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.

Social
Studies
Exemplar-
content
focus


Content Area Standard	Social Studies 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.		
Era	The Emergence of the First Global Age (1350-1770)		
Grade Level	By the end of grade 12		
Content Statement	Strand	Indicator #	Indicator
I. The Emergence of the First Global Age: Global Interactions and Colonialism The methods of and motivations for exploration and conquest resulted in increased global interactions, differing	A. Civics, Government, and Human Rights	6.2.12.A.1.a	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
	B. Geography, People, and the Environment	6.2.12.B.1.a	Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
		6.2.12.B.1.b	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
	C. Economics,	6.2.12.C.1.a	Compare and contrast the economic policies of China and Japan, and determine
patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.	Innovation, and Technology		the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
		6.2.12.C.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
		6.2.12.C.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
		6.2.12.C.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
		6.2.12.C.1.e	Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

Social
Studies
Exemplar-
content
focus

Content Area	Social Studies			
Standard	6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.			
Era	Three Worlds Meet (Beginnings to 1620)			
Grade Level	By the end of grade 8			
Content Statement	Strand	Indicator #	Indicator	
1. Three Worlds Meet Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.	A. Civics, Government, and Human Rights	6.1.8.A.1.a	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.	
		B. Geography, People, and the Environment	6.1.8.B.1.a	Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
			6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
	C. Economics, Innovation, and Technology	6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.	
		6.1.8.C.1.b	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	
	D. History, Culture, and Perspectives	6.1.8.D.1.a	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.	
		6.1.8.D.1.b	Explain how interactions among African, European, and Native American groups began a cultural transformation.	
		6.1.8.D.1.c	Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.	

Social Studies Exemplar

- Lesson focus- to allow students to analyze, examine, and interpret achievements and legacy of the explorer Christopher Columbus and his impact upon exploration and later colonization of the Americas.
 - Lesson 1- Exposure to life, achievements, and legacy of Columbus
 - Lesson 2- Analyze and interpret various historical documents pertaining to Columbus
 - Lesson 3- Learn and analyze Columbus' success and effects in the Americas which lead to Spain & Portugal's battle over exploration



The Life and Adventures of Christopher Columbus

OBJECTIVE: STUDENTS WILL ANALYZE AND EXPLAIN THE IMPORTANCE AND SIGNIFICANCE OF EXPLORER CHRISTOPHER COLUMBUS AND THE IMPACT HE HAD ON THE BEGINNINGS OF EXPLORATION WITHIN THE NEW WORLD.

Primary Source: Drawings and Pictures of Columbus

(3)

Authors: Painting: Eugene Delacroix, Drawing: Unknown

Picture A: Columbus Returns to Spain



Social Studies Exemplar

- Video excerpt 1- 10 min- Discussion of exploration of Christopher Columbus; lead by teacher with student input and review of key vocabulary
- Video excerpt 2- 9 min- Continued discussion of exploration with students sharing responses to prompt questions



Stop & chat

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

- What content within social studies 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

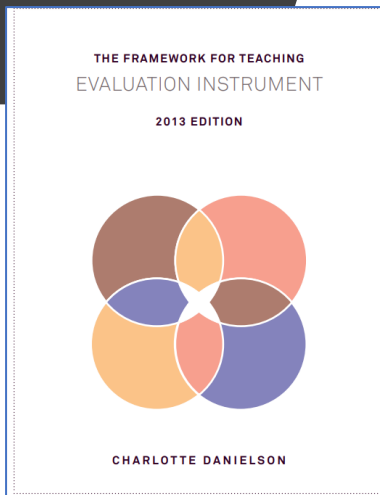
Some disciplines—for example, mathematics—have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

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.

What you had to say for 1a

- **Limited range of approaches**, strategies and techniques.
- The teacher displays knowledge of the important concepts in the discipline but practices **reflect a limit range of pedagogical approaches and instructional strategies**.
- The teacher **integrates documents** into his lesson that allows his students to analyze and interpret the effects Columbus had on exploration and the America's. By incorporating these documents, along with a power point, an outline and using Vygotsky's scaffolding methods, plus Johnson & Johnson's cooperative learning methods he **presents a solid and effective plan** for all his students.

More on 1a....

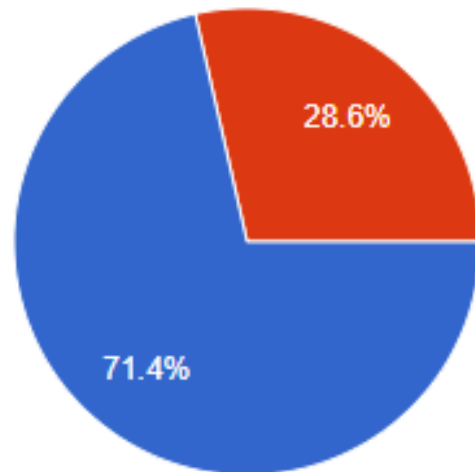
- The teacher began with the end in mind by explaining to the students in the beginning of the three day lesson that they would create a letter to send home as a crew member of Columbus. The direct instruction, power point, cooperative learning activity **built upon all of the content specifics**, and will be part of the final letter. Students will be assessed not just on the letter, but on traditional quiz/test and will receive homework and class participation grades that relate to working in the group, creating solid notes, participating.
- The lesson plan provided **appropriate scaffolds** to address varied levels of readiness for the lesson. Instructional goals and activities **conveyed high expectations** for student achievement.

Your evaluation of 1a

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

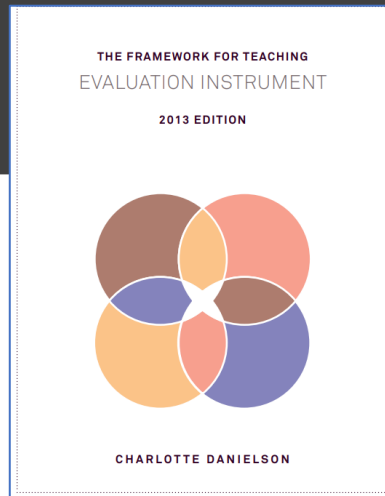


7 responses



- 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

- The physical structure of the classroom **needs to be reorganized**. The students are to spread out and therefore create some logistical issues. Such as a clear view of the power point and the fact that some students have their back to the teacher. I would suggest a semi circle or other type of arrangement in order to maximize instruction. As far as instruction, the teacher demonstrated knowledge of content and appeared to **have a genuine connection with his students**. This is evidenced in his reference to the cage fighter McGregor and Shark Tank, therefore connecting his teaching point to his students world. **Referring to previous studied material** such as India, is a viable introduction, but I would have liked to see India identified on a map or have one of his students show the class its location. **Geographic knowledge is lacking** in our current students. Overall his **questioning techniques were sufficient** but again I would have liked to see more depth in his questions by exploring why his students responded the way they did. The question on risk taking could more challenging by having his students compare their answers with what Columbus had to face.

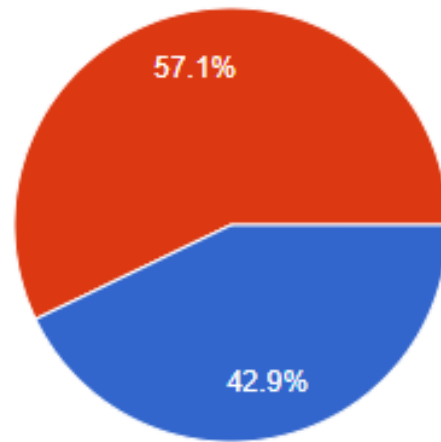
More on 3a....

- The teacher has a manner that is easy and comfortable with ninth graders and **he relates personal interests** of his students facilitating instruction. The concept of risk for example is related to UFC and the chances of a particular athlete winning or losing. He makes each person feel comfortable with their answer, but **continues to probe** until he has received more than one response per question, allowing **everyone to be part of the discussion**.
- The teacher **set and communicated appropriate, high expectations**. The teacher conveyed genuine enthusiasm for the content, and students responded to the enthusiasm.
- The questions were **all literal and low thinking skills**.
- The teacher's explanation of the content consists of a **monologue with minimal participation** or intellectual engagement by students

Your evaluation of 3a

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

7 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

- **Facts seemed more important** than getting the students to think.
- The teacher appears knowledgeable of subject matter. However **strategies** used to engage learners during whole group discussions or review exercises are **unimaginative**. Students who are not involved with addressing query prompts **sit idle and unengaged** during the Q& A
- The teachers content knowledge in his planning is worth a 3 but in all reality the **video clip does not provide sufficient documentation for a 3** to be given, therefore that is my rationale for a 2.
- The teacher demonstrated an **accurate knowledge of the content** in these lessons. He connected this content to prior learning. **Vocabulary instruction was included**. The teacher's use of classroom discussion helped students to understand the key concepts. He made comparisons to things in student's lives (Shark Tank) that were **relatable**.

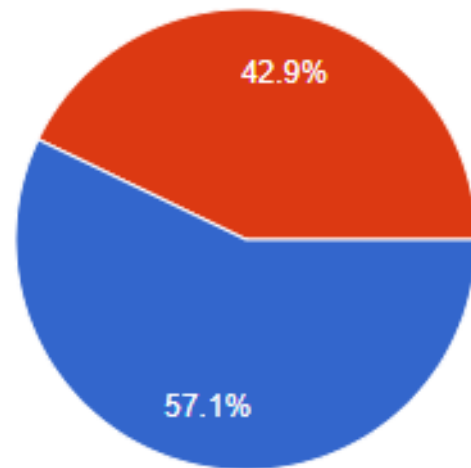
More on content knowledge...

- The teacher set the stage at the very beginning for the study of Columbus by relating it to what they had studied two weeks prior (Renaissance). The **two standards are mainstays of world history**. The teacher continues to provide pieces of interesting info to students as they answer questions. He is **obviously very comfortable** with the entire concept of exploration and tries to illustrate in his questioning what is going on in the minds of the Kings/Queens, Native Americans, Columbus, his crew. He **works hard to provide a balanced perspective** so that students can **ultimately draw their own perception** of how they feel about Columbus and his exploration.

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
<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

- **Facts seemed more important** than getting the students to think.
- Classroom **activities engage some learners** but not all
- Again the basic plan of the lesson is structurally sound but the **delivery lacks substance and engagement**. If this lesson continued for another 20 minutes maybe the teacher could have tied the necessary components together but that remains to be seen. I base this on the lack of critical thinking and activities identified within this video.
- The lesson **provided appropriate challenge** for students.

More on application of content knowledge

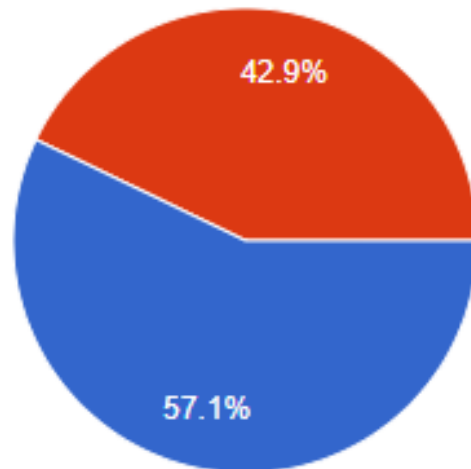
- There is a lot of content in the documents that students will analyze. **The cooperative learning process helps break down all of that content** into the accompanying worksheets/questions per document. This could have been overwhelming if the students were analyzing documents on their own, but the teacher does a really good job of ensuring that there is support and practice. He sets these ninth graders up for future success for **DBQ activities** where they will be expected to analyze on their own, a mainstay for the social studies classroom

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/>)

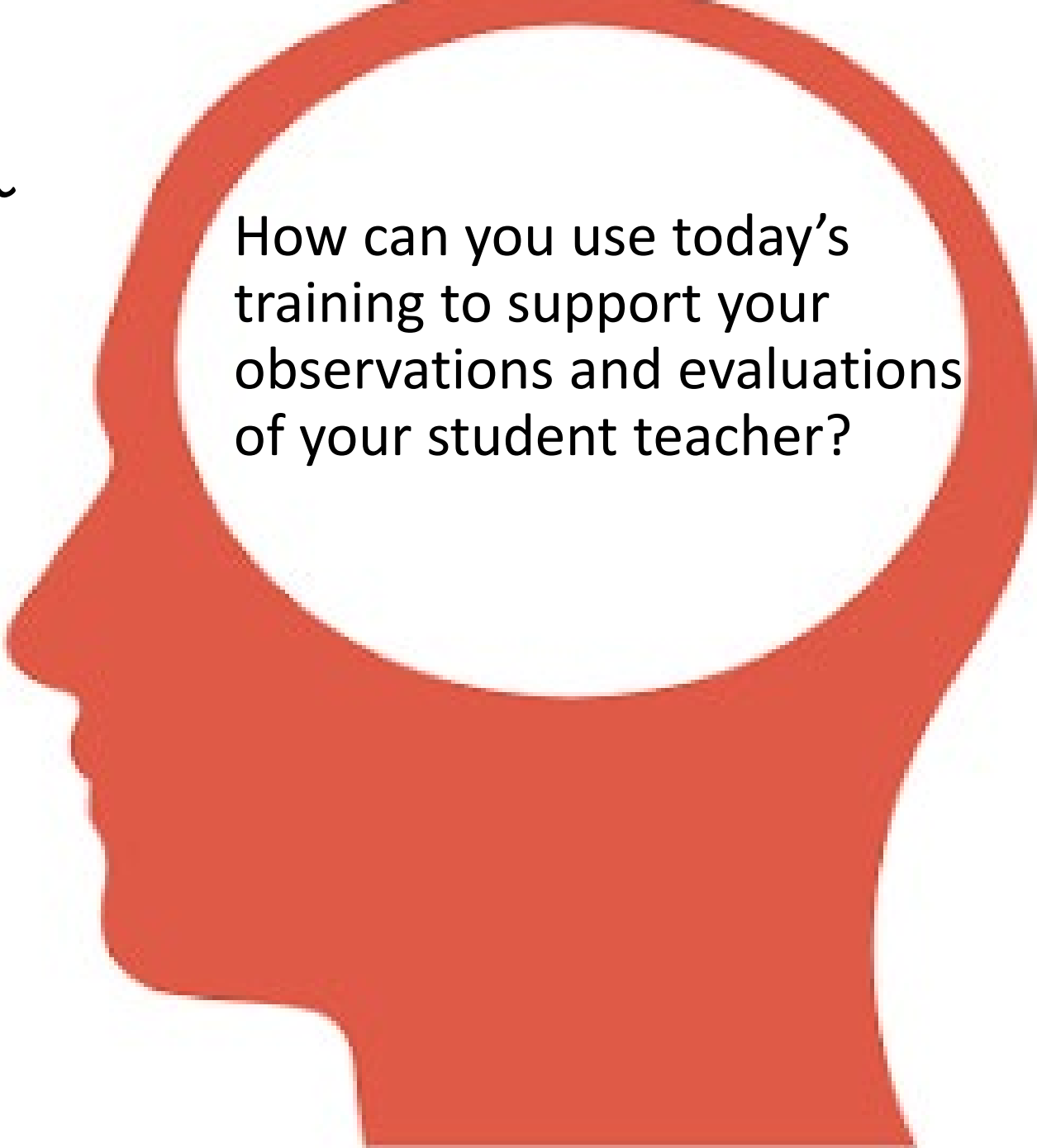


7 responses



- 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 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

