University Supervisor Training

Fall 2018 Final Clinical Practice
By Norma Boakes
Program Coordinator
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Agenda

• 8:30-8:45am Coffee/light breakfast (will remain until 9:30 for veteran supervisor report)
• 8:45-9:45 Supervisor 101 for new supervisors (though all welcome)
• 9:30-10 Successes and opportunities discussion for veteran supervisors
• 10-10:30 TEDU Program updates including 17-18 performance data & accreditation gear up
• 10:30-12 Evaluation refresher & video norming with Danielson Framework
• 12-12:30 Lunch
• 12:30-2 Taskstream documentation analysis & ratings
• 2-2:15 Break
• 2:15-3:30 Mentor teacher collaboration and documentation
University Supervisor 101
What it takes to be ready for student teaching......

**B- or better in all courses**

**Gateway**
- Gateway to NJ Teaching Profession (0 credits)
- Praxis Core or Equivalent
- 3.0 or higher GPA (may waive for entry w/2.75 or above)

**Clinical Experience**
- Part Time Clinical Experience in Education (50 hours, 2 credits)
- Literacy Development (elem only - 3 credits)

**Clinical Practice I**
- Practices & Techniques (elem & sec - 4 credits)
- PT Clinical Practice I in Education (80 hours, 2 credits)
- Curriculum Approaches (early childhood only, 3 cr)
- Language & Motor Dev (early childhood only, 3 cr)

**Clinical Practice II**
- Methods (elem & sec - 4 credits)
- PT Clinical Practice II in Education (100 hours, 2 credits)
- Methods LAL & Math (elem only - each 2 credit courses)
- Reading in the Content Area (sec only - 3 credits)
- Integrating Math/Sc/Tech & SS/Art (early child - 3 cr each)
- Curr, Instr, & Assessment (early child - 3 cr)

**Final Clinical Practice**
- Final Clinical Practice (full time in school, 12 credits)
- FCP Seminar (2 credits)
- EdTPA Capstone (2 credits)

**Praxis Core must be passed**

**Praxis II must be passed**

**3.0 GPA**

**edTPA performance based assessment must be passed**
Your best guide to get you started....

Part III
Guidelines for the University Supervisor

A University supervisor is an experienced teacher and/or school administrator who has recently worked in the public schools and/or has recently supervised student teachers in the public schools.

The University supervisor

1. Is employed by the Stockton University of New Jersey for the purpose of supervising the student teachers; he/she may be a member of the University faculty.
2. Accepts the responsibility for the guidance of one or more student teachers.
3. Recognizes sound teaching practices and can articulate their philosophies, purposes, and methods.
4. Shows a desire to grow professionally himself/herself and to promote the professional growth of novice teachers.
5. Has at least a master’s degree in education (e.g., teaching of a subject area or grade level, school administration, supervision and curriculum).
6. Has at least five years of successful, full-time classroom teaching experience.
7. Has at least three years of successful supervision of instruction or comparable experience in a specific field.
8. Understands the principles of planning, evaluation, supervision, and curriculum development.
9. Familiarity with the Danielson Model of Evaluation, the SGO, SGP, Common Core, and state standards.

I. Before Student Teaching

A. At the mandatory student teaching meeting, confer with the student teacher to clarify procedures and to develop a rapport before the student teacher leaves campus to begin student teaching.

B. Make sure the student teacher has the necessary information to make contact with you; make sure you use your Stockton.edu email address.

C. Make sure that you have an active Task Stream account and are able to access the Stockton GO Portal System.

II. Supervision of the Student Teacher

A. Visit the school and the cooperating teacher(s) at the beginning of student teaching. This is the Meet and Greet Session; reserve at least an hour for this meeting, as there are many
University Supervisor and Mentor Teacher Resources for Student Teaching Semester

- Calendar
- Student Teaching Timeline for the Traditional Model
- Student Teaching Timeline for the Co-Teaching Model
- Grading Policy
- Student Teaching Handbook

University Supervisors - Forms and Materials

- Student Teaching Forms
- Training Materials
- Additional Resources (Travel and edTPA Form)

Mentor Teachers - Forms and Materials

- Student Teaching Forms
- Training Materials
- W-9 Tax Form

Danielson's Framework

http://tinyurl.com/TEDUSupervisor
# Student Teaching Calendar

In the Appendices of the Student Teaching Handbook

<table>
<thead>
<tr>
<th>Date</th>
<th>Visit/Observation</th>
<th>September 2018</th>
<th>Date</th>
<th>Visit/Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/4-9/7</td>
<td>Meet and Greet</td>
<td>1</td>
<td>9/4-9/7</td>
<td>Meet and Greet</td>
</tr>
<tr>
<td>9/10-9/21</td>
<td>1st Observation by Supervisor</td>
<td>9/10-9/28 1st Observation by Mentor Teacher</td>
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</tr>
<tr>
<td>9/24-10/5</td>
<td>2nd Observation by Supervisor &amp; Progress Report</td>
<td>9/10-9/28 1st Observation by Mentor Teacher</td>
<td></td>
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</tr>
<tr>
<td>10/8-10/19</td>
<td>3rd Observation by Supervisor</td>
<td>10/1-10/19 2nd Observation by Mentor Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10/22-11/2</td>
<td>4th Observation by Supervisor</td>
<td>10/22-11/9 3rd Observation by Mentor Teacher</td>
<td></td>
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</tr>
<tr>
<td>11/13-11/30</td>
<td>Final GDE by MT</td>
<td>11/13-11/30</td>
<td>Final GDE by MT</td>
<td></td>
</tr>
<tr>
<td>12/3-12/7</td>
<td>Final Performance Review by Supervisor</td>
<td>12/3-12/7 Final Performance Review by Mentor Teacher</td>
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<tr>
<td>7-12/Dec</td>
<td>Final Day of Student Teaching</td>
<td>7-12/Dec Final Day of Student Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-Dec</td>
<td>Term Ends</td>
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</table>
## Capturing student teacher’s abilities

<table>
<thead>
<tr>
<th>College supervisor</th>
<th>Mentor teacher</th>
<th>Student teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Meet &amp; Greet</td>
<td>• 2 formal observations</td>
<td>• 4 lesson plans &amp; post-reflections for</td>
</tr>
<tr>
<td>• 2 formal observations</td>
<td>• Midterm evaluation</td>
<td>teacher</td>
</tr>
<tr>
<td>• Initial Progress Report (after 2\textsuperscript{nd} visit)</td>
<td>• 2 formal observations</td>
<td>• 6 lesson plans &amp; post-reflections for</td>
</tr>
<tr>
<td>• 2 formal observations</td>
<td>• Final evaluation</td>
<td>supervisor</td>
</tr>
<tr>
<td>• Midterm evaluation (after 4\textsuperscript{th} visit)</td>
<td>• Final evaluation</td>
<td>• Mini SGO (done as part of seminar</td>
</tr>
<tr>
<td>• 2 formal observations</td>
<td></td>
<td>course)</td>
</tr>
<tr>
<td>• Final evaluation (after 6\textsuperscript{th} visit)</td>
<td></td>
<td>• edTPA (monitored in edTPA capstone</td>
</tr>
<tr>
<td></td>
<td></td>
<td>course)</td>
</tr>
</tbody>
</table>
Each of the observations and feedback from the mentor teacher are used to help you judge overall performance during the 3 “checkpoints” built into the semester.
Meet & Greet

This is your first official meeting with the cooperating teacher and student teacher. What should be covered?

• Expectations- student & coop
• Review of format (traditional or co-teaching)
• Discussing a phase in schedule for the student based on format (traditional or co-teaching). *(See Handbook for suggested pacing.)*
• Reviewing calendar of observations & accessing work on Taskstream *(Make sure the coop has signed up for and can access Taskstream to fill out observation.)*
• Requirements for observations (coop & supv)
• What to do in the case of absence or change of schedule for observation
Working with the Student Teacher

• Communicating regularly
• Arranging visits
• Reviewing lessons before visits
• Observing teaching
• Regular conferencing on progress
• Advising and coaching on good practices
• Encouraging self reflection & goal setting
• Monitoring pacing to complete edTPA
Working with the Mentor Teacher

• Acclimating to Taskstream & evaluation structure
• Regular conversation during visits to gauge student progress
• Coordinating visits to classroom
• Addressing concerns raised
• Tracking and reviewing mentor teacher observations
Evaluating your student teacher
Danielson in Student Teaching

- It’s in the observations you do
- The evaluations at mid- and end of experience
- And in the mentoring & guidance along the way!
Documenting performance

Don’t worry! Short video tutorials will show you how this works!
*Students must submit lessons to begin your documentation of formal observation!
**Assessment Plan**

Pre-assessment: The teacher will use the students' writing journals and their progress thus far in the Write-On program to determine which students need additional support and scaffolding and which students may begin writing their sentence on their own.

Formative assessment: The teacher will formatively assess the students by monitoring the writing process and questioning students such as "What do we need to place at the end of our sentence?" and "What should we place in-between each word?"

Summative assessment: Three selected students will showcase their work to the class by describing the picture that they drew, reading their sentence aloud, and naming any writing tricks that they used.

(09/30/2014 08:20 PM EST)

The assessment plan appears to be appropriate as planned, with the following elements noted: pre-assessment strategies and techniques; formative assessment strategies and techniques; and, summative assessment strategies and techniques.
*Same look as supervisor
*Teacher-friendly evals vs qualitative version
*And again... students must submit lessons to start observation evaluation!
Welcome to the Student Teaching Fall 2014 Training Version program

This program is designed to model how the new evaluation system will work that includes both college supervisor AND cooperating teacher.

Getting Started with Programs

If this is your first time working within DRF programs, you may wish to view or print our Getting Started Guide or call Mentoring Services at 1-800-311-5565 for help starting your work.

Work on a program

Student Teaching Fall 2014 Training Version

This program is designed to model how the new evaluation system will work that includes both college supervisor AND cooperating teacher.
Observation Protocol

• Student teacher submits lesson plan for feedback via Taskstream 3-5 days before a planned visit.

• Review and comment on the student teacher’s lesson plan in Taskstream.

• Observe the student teacher.

• Hold a post-conference and complete the formal observation form in Taskstream.
Steps and the documentation of an observation

- **Pre-conference**
  - Lesson posted on Taskstream is reviewed before observation
  - You provide feedback on this lesson within Taskstream
  - This, along with any conversation prior to observation, serves as evidence of **Domain 1**
• Observation
  • Observe the student teacher delivering the lesson
  • Script what you see focusing on elements of Danielson
  • Write summary statements for Domains 2 & 3 on the observation form based on evidence collected
Observations should....

- Be specific focusing on strengths and areas for improvement
- Be directly tied to observation or evidence
- Include “Danielson words” to help identify performance level w/o giving a score
- Build on the previous observations, noting any growth or lack of growth since last observation made
- Link clearly to the initial progress report, mid, and final evaluations. Observational comments form a PATTERN. (ie. It should be clear WHY a student gets a 1 or 2 at the time of summative evaluation by reading previous comments)
- **Consider cooperating teacher input**
• Refer to the Danielson rubric often for phrasing that can help indicate performance w/o a score

• Make a point to note strengths AND areas for improvement- be clear about what you expect next time you come so you can comment on it

• Remember what the scores MEAN
  • 1- not present or needs major work (unsatisfactory)
  • 2- basic, inconsistent w/understanding but spotty implementation typical of a novice teacher
  • 3- proficient, consistent performance expected of that of a tenured teacher

• A student must meet “basic” level of performance, a 2 overall. Check your average score in each domain to ensure that the value is fair based on the letter grade you intend to give!
Connecting the qualitative to the quantitative

- Written comments made on formal observations are used to establish levels of performance
- Written comments should contain statements/words that indicate level of performance
- These steps help insure that your evaluation is fair and reflective of performance
• **Post-conference**
  
  • Meet with student teacher and cooperating teacher to discuss what was observed
  
  • Discuss all items relevant to **Domain 4**
  
  • Complete rest of formal observation form and submit to student via Taskstream
Pacing and Tips

• Keep track of visit dates including date student submits lesson plan.
• Review the previous observation(s) when doing a new observation. This helps each build on one another.
• At each observation, look for a different component(s) of Danielson. Focus on key areas.
• Review Danielson rubric before visits to refresh what you are looking for.
• Arrange to briefly speak privately with the cooperating teacher at each visit to get additional information about performance. This can be included as part of your formal observations.
• If in doubt, ask us!
What if there are issues?

• Seek advice from us
  • Me- evaluation & Danielson
  • John Gray (Asst Dean)- difficulties w/student teachers
  • Jeanne DelColle (Fieldwork Director)- coop teacher concerns, Taskstream, and logistics of term
  • Other supervisors!

• Tell us early if the student is struggling! The earlier we know, the more likely we can provide the supports needed to assist the struggling student teacher.
Agenda

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- **2:15-3:30** Mentor teacher collaboration and documentation
Veteran Supervisors

You are asked to complete a short reflective task that helps gather your input about your experiences as a supervisor. It’s important you follow instructions and use your time wisely please.

**Please designate a spokesperson who will monitor time and take notes on behalf of the group**

Click to next slide for directions on each task.....
Task- Successes and challenges

Take a few minutes to reflect on your experiences with your student teacher(s) last year. We are interested specifically in what you see as a “success” and “challenge” when it comes to your role as a university supervisor. You can discuss format, process, timing, etc. Here’s timing for your task....

• 9:30-9:50 discussion
• 9:50 summary w/program coordinator

I know it’s tempting to share stories but remember your time is limited.

What you share is used to help inform future program practice. Your input matters so use this time to gather your collective thoughts!
Teacher Education Program updates

- Students will now complete 225 clinical hours prior to student teaching
- Revisions to the curriculum are in full effect as of Fall 2018 (see right)
- EdTPA is still a “take as pass” for this academic year
- Data collection is under way for CAEP accreditation from Spring 18-Spring19

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4-Gateway</td>
</tr>
<tr>
<td></td>
<td>Gateway course+ other courses</td>
</tr>
<tr>
<td>5- Clinical Experience</td>
<td>6- Clinical Practice I</td>
</tr>
<tr>
<td>50 hours in diverse field setting + coursework</td>
<td>80 hrs in field + coursework</td>
</tr>
<tr>
<td>7- Clinical Practice II</td>
<td>8- Final Clinical Practice</td>
</tr>
<tr>
<td>100 hrs in field + coursework</td>
<td>Full-time student teaching + coursework</td>
</tr>
</tbody>
</table>

Example based on a student completing their BA & certification in 8 semesters (F/Spr).
Gearing up for accreditation

• Collect and analyze “data” from program completers
  • Spring 2018 (already done)
  • Fall 2018 (this coming term)
  • Spring 2019

• Review (and update as needed) of all local evaluation tools such as the evaluation forms used in student teaching for validity, reliability & clarity

• Evidence of candidate performance is reviewed to support claims about the TEDU Program and our completers such as the observations and evaluations of student teachers.
Things you can do to help with accreditation

• Take your role seriously.

  The documentation that accompanies student teaching is the ONLY semester that fully captures a students’ performance in all areas of Danielson Framework!

• Document a student teacher’s progression by:
  • Following the protocol and formats set for the student teaching experience outlined in the handbook
  • Writing quality, evidence-based observations with clear indicators of performance including strengths and tracking of areas for improvement
  • Making sure your ratings (1,2,3) align with written commentary
  • Collaborate often and document input of the K-12 partner, the cooperating teacher
Charlotte Danielson’s FRAMEWORK FOR TEACHING

**DOMAIN 1: Planning and Preparation**

1a Demonstrating Knowledge of Content and Pedagogy
   - Content and the structure of the discipline - Prerequisite relationships
   - Content-related pedagogy

1b Demonstrating Knowledge of Students
   - Child and adolescent development - Learning process - Special needs
   - Students' skills, knowledge, and language proficiency - Students' interests and cultural heritage

1c Setting Instructional Outcomes
   - Value, sequence, and alignment - Clarity - Balance - Suitability for diverse learners

1d Demonstrating Knowledge of Resources
   - For classroom use - To extend content knowledge and pedagogy - Resources for students

1e Designing Coherent Instruction
   - Learning activities - Instructional materials and resources
   - Instructional groups - Lesson and unit structure

1f Designing Student Assessments
   - Consequences with instructional outcomes - Criteria and standards
   - Design of formative assessments - Use for planning

**DOMAIN 2: The Classroom Environment**

2a Creating an Environment of Respect and Rapport
   - Teacher interaction with students, including both words and actions
   - Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
   - Importance of content and of learning
   - Expectations for learning and achievement - Student pride in work

2c Managing Classroom Procedures
   - Instructional groups - Transitions - Materials and supplies
   - Performance of classroom routines
   - Supervision of volunteers and paraeducators

2d Managing Student Behavior
   - Expectations - Monitoring student behavior
   - Response to student misbehavior

2e Organizing Physical Space
   - Safety and accessibility
   - Arrangement of furniture and use of physical resources

**DOMAIN 4: Professional Responsibilities**

4a Reflecting on Teaching
   - Accuracy - Use in future teaching

4b Maintaining Accurate Records
   - Student completion of assignments - Student progress in learning
   - Noninstructional records

4c Communicating with Families
   - Information about the instructional program - Information about individual students
   - Engagement of families in the instructional program

4d Participating in a Professional Community
   - Relationships with colleagues - Participation in school and district projects
   - Involvement in culture of professional inquiry - Service to the school

4e Growing and Developing Professionally
   - Enhancement of content knowledge and pedagogical skill
   - Receptivity to feedback from colleagues - Service to the profession

4f Showing Professionalism
   - Integrity/ethical conduct - Service to students - Advocacy
   - Decision-making - Compliance with school and district regulations

**DOMAIN 3: Instruction**

3a Communicating With Students
   - Expectations for learning - Directions for activities
   - Explanations of content
   - Use of oral and written language

3b Using Questioning and Discussion Techniques
   - Quality of questions/prompts - Discussion techniques
   - Student participation

3c Engaging Students in Learning
   - Activities and assignments - Engaging of students
   - Instructional materials and resources - Structure and pacing

3d Using Assessment in Instruction
   - Assessment criteria - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
   - Lesson adjustment - Response to students
   - Persistence
Why use Danielson?

Take a moment to discuss the four domains of Danielson and why it’s valuable to use this framework for the evaluation of student teachers.
Why Danielson?

• Research-based
• Grounded in constructivist view of learning & teaching
• Helps break down the complexity of teaching
• Provides a common language for professional conversation & reflection
• A state-accepted model for teacher evaluation
• Aligns to the national InTASC Standards*
Interstate Teacher Assessment & Support Consortium

• Established by the Council of Chief State School Officers in collaboration with multiple national education associations
• Professional practice standards for ALL teachers (92’ version was for beginning teachers only)
• Outlines what teachers should know and be able to do to ensure every PK-12 learner is ready for the workforce or college
• Articulates what effective teaching and learning looks like
• ***Used as core component of CAEP Accreditation Standard 1***

For a full copy of the standards go to:
Categories....

• The Learner and Learning
  • #1 Learner development
  • #2 Learning differences
  • #3 Learning environments

• Content Knowledge
  • #4- Content knowledge
  • #5- Application of content

• Instructional Practice
  • #6- Assessment
  • #7- Planning for instruction
  • #8- Instructional strategies

• Professional Responsibility
  • #9- Professional learning & ethical practice
  • #10- Leadership & collaboration
Reflecting on the domains of Danielson

Each of you designated in a **domain group**. The role of your group is to reflect on and consider what you know about each of the domains from your experiences as a supervisor.

Use the notes sheet provided to capture your group’s responses. Be ready to discuss them with everyone.

- **What types of knowledge and skills are captured in your Domain?**
- **What would you say is the biggest challenge for student teachers?**
- **Did you see any connections to edTPA?**
DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
   • Content and the structure of the discipline  • Prerequisite relationships
   • Content-related pedagogy

1b Demonstrating Knowledge of Students
   • Child and adolescent development  • Learning process  • Special needs
   • Students’ skills, knowledge, and language proficiency  • Students’ interests and cultural heritage

1c Setting Instructional Outcomes
   • Value, sequence, and alignment  • Clarity  • Balance  • Suitability for diverse learners

1d Demonstrating Knowledge of Resources
   • For classroom use  • To extend content knowledge and pedagogy  • Resources for students

1e Designing Coherent Instruction
   • Learning activities  • Instructional materials and resources
   • Instructional groups  • Lesson and unit structure

1f Designing Student Assessments
   • Congruence with instructional outcomes  • Criteria and standards
   • Design of formative assessments  • Use for planning
These are the edTPA assessment rubrics used to evaluate student teachers’ submission. Sound familiar?

**Literacy Planning Rubrics**

**Rubric 1: Planning for Literacy Learning**
How do the candidate’s plans build students’ understanding of an essential literacy strategy for comprehending OR composing text and the skills that support that strategy?

**Rubric 2: Planning to Support Varied Student Learning Needs**
How does the candidate use knowledge of his/her students to target support for students’ literacy learning?

**Rubric 3: Using Knowledge of Students to Inform Teaching and Learning**
How does the candidate use knowledge of his/her students to justify instructional plans?

**Rubric 5: Planning Assessments to Monitor and Support Student Learning**
How are the formal and informal assessments selected or designed to monitor students’ use of the essential literacy strategy to comprehend OR compose text and related skills?
#1: Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#2: Learning Differences.
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

#4: Content Knowledge.
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

#6: Assessment.
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

#7: Planning for Instruction.
The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students, including both words and actions
- Student interaction with students, including both words and actions

2b Establishing a Culture for Learning
- Importance of content and of learning
- Expectations for learning and achievement
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups
- Transitions
- Materials and supplies
- Performance of classroom routines
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations
- Monitoring student behavior
- Response to student misbehavior

2e Organizing Physical Space
- Safety and accessibility
- Arrangement of furniture and use of physical resources
Rubric 6: Learning Environment

How does the candidate demonstrate a positive literacy learning environment that supports students’ engagement in learning?

#3: Learning Environment
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.
DOMAIN 3: Instruction

3a Communicating With Students
   - Expectations for learning
   - Directions for activities
   - Explanations of content
   - Use of oral and written language

3b Using Questioning and Discussion Techniques
   - Quality of questions/prompts
   - Discussion techniques
   - Student participation

3c Engaging Students in Learning
   - Activities and assignments
   - Grouping of students
   - Instructional materials and resources
   - Structure and pacing

3d Using Assessment in Instruction
   - Assessment criteria
   - Monitoring of student learning
   - Feedback to students
   - Student self-assessment and monitoring of progress

3e Demonstrating Flexibility and Responsiveness
   - Lesson adjustment
   - Response to students
   - Persistence
Rubric 7: Engaging Students in Learning
How does the candidate actively engage students in integrating strategies and skills to comprehend OR compose text?

Rubric 8: Deepening Student Learning
How does the candidate elicit student responses to promote thinking and apply the essential literacy strategy AND related skills to comprehend OR compose text?

Rubric 9: Subject-Specific Pedagogy: Elementary Literacy
How does the candidate support students to learn, practice, and apply the essential literacy strategy for comprehending OR composing text in a meaningful context?

Rubric 12: Providing Feedback to Guide Further Learning
What type of feedback does the candidate provide to focus students?
#1. Learner Development
The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#3: Learning Environment
The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#4: Content Knowledge.
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

#5: Application of Content.
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#6: Assessment.
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.

#8: Instructional Strategies.
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

InTASC
DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
   • Accuracy • Use in future teaching

4b Maintaining Accurate Records
   • Student completion of assignments • Student progress in learning
   • Noninstructional records

4c Communicating with Families
   • Information about the instructional program • Information about individual students
   • Engagement of families in the instructional program

4d Participating in a Professional Community
   • Relationships with colleagues • Participation in school and district projects
   • Involvement in culture of professional inquiry • Service to the school

4e Growing and Developing Professionally
   • Enhancement of content knowledge and pedagogical skill
   • Receptivity to feedback from colleagues • Service to the school

4f Showing Professionalism
   • Integrity/ethical conduct • Service to students • Advocacy
   • Decision-making • Compliance with school and district regulation
Rubric 10: Analyzing Teaching Effectiveness
How does the candidate use evidence to evaluate and change teaching practice to meet students’ varied learning needs?

Rubric 15: Using Assessment to Inform Instruction
How does the candidate use the analysis of what students know and are able to do to plan next steps in instruction?

Rubric 18: Using Evidence to Reflect on Teaching
How does the candidate examine the re-engagement lesson to further student learning?
#9: Professional Learning and Ethical Practice.
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: Leadership and Collaboration.
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Using Danielson to Evaluate Performance

A key role as a university supervisor is gathering evidence of performance then using that to inform your evaluation with Danielson. This exercise will help hone these skills including the value of the Framework for Teaching Evaluation Instrument!
Directions

We will re-organize into groups so that each group has all domains represented (from our earlier exercise).

At each station is a set of “situation” cards by Domain. Your job is to:
• Read the situation
• Identify the component it aligns to
• Use the language of the rubric (in handbook) to find clues on performance
• Determine level of performance
• *After, you’ll get a key to see how you did.

We will work through all four stations.
• The framework is **not** meant to rate a specific action within a single observation.

• Level of performance is based on the culmination of evidence collected during observations and through mentor conversations.

• **This exercise is about considering the kinds of “language supports” in written commentary that can help determine a level of performance!**
Let’s practice!

A chart with examples of the blended vowels is in the middle of the classroom, but most of the 1st graders can’t see it from their desks. Without making adjustment, Ms. R invites students to read from the chart, but students are unable to join in.
### Unsatisfactory • Level 1

The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.

- There are physical hazards in the classroom, endangering student safety.
- Many students can't see or hear the teacher or see the board.
- Available technology is not being used even if it is available and its use would enhance the lesson.

### Basic • Level 2

The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.

- The physical environment is safe, and most students can see and hear the teacher or see the board.
- The physical environment is not an impediment to learning but does not enhance it.
- The teacher makes limited use of available technology and other resources.

### Proficient • Level 3

The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.

- The classroom is safe, and all students are able to see and hear the teacher or see the board.
- The classroom is arranged to support the instructional goals and learning activities.
- The teacher makes appropriate use of available technology.

### Critical Attributes

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>- There are physical hazards in the classroom, endangering student safety.</td>
<td>- The physical environment is safe, and most students can see and hear the teacher or see the board.</td>
<td>- The classroom is safe, and all students are able to see and hear the teacher or see the board.</td>
</tr>
<tr>
<td>- Many students can't see or hear the teacher or see the board.</td>
<td>- The physical environment is not an impediment to learning but does not enhance it.</td>
<td>- The classroom is arranged to support the instructional goals and learning activities.</td>
</tr>
<tr>
<td>- Available technology is not being used even if it is available and its use would enhance the lesson.</td>
<td>- The teacher makes limited use of available technology and other resources.</td>
<td>- The teacher makes appropriate use of available technology.</td>
</tr>
</tbody>
</table>

### Possible Examples

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<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
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</thead>
<tbody>
<tr>
<td>- There are electrical cords running around the classroom.</td>
<td>- The teacher ensures that dangerous chemicals are stored safely.</td>
<td>- There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</td>
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<td>- There is a hole in the middle of the room; some students can't see the board.</td>
<td>- The classroom desks remain in two semicircles, requiring students to lean on their classmates during small-group work.</td>
<td>- Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.</td>
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<tr>
<td>- A whiteboard is in the classroom, but it is facing the wall.</td>
<td>- The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.</td>
<td>- The use of an Internet connection extends the lesson.</td>
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<tr>
<td>- And others...</td>
<td>- And others...</td>
<td>- And others...</td>
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Time to see how you do on your own....

• **Sit where you wish but there are two rules**
  - Distribute yourselves evenly please. I’ll announce how many to a group is ok.
  - You need a representative from each of the Domains we reviewed. (It’s the number of the 3 by 5 card I gave you.) The #s 1-4 should be there!

• **Timing**
  - At each station you will have _____ minutes
  - You should complete a minimum of 3 cards visible in the clear sleeve. There are two “bonus” cards on the back if you get time.

**Leave cards in the sleeve so they don’t get misplaced please**
Debrief

Take a moment to consider why this exercise is important and what things you might do as a supervisor when documenting student teacher performance.
Part II- Considering next steps

It’s one thing to document performance. But how do you help a teacher get from one rating to another? For this exercise, you’ll use a scenario we read to consider next steps!
Ms. R calls on an individual student who had his hand up to give a supporting detail. While the student is sharing his response, four students giggle and talk in the background. The teacher gestures for them to keep quiet, and they do, but the two students resume talking later.

What is the issue that makes this “basic” performance?

What kind of open-ended reflective question can you ask Ms. R to move her practice to the next level?

What statement might you make on the formal observation form to document what you want to see next time?
After Ms. R’s mini lesson on the women suffragette movement, students were asked to complete a worksheet about each of the women’s lives. The students filled in the worksheet then sat quietly.

What statement might you make on the formal observation form to document what you want to see next time?
Video review and analysis (norming exercise)

Probably one of the most difficult tasks as an evaluator is documenting the performance of your student teacher. We will use a short video clip to help practice how you:

- Document evidence of practice
- Judge level of performance
- Provide written feedback including strengths and areas for growth

Skipped- save for next time 😊
Let’s get ready...

- Domain 1 & 4 aren’t really captured here
- In a real situation, we don’t go right to scoring after one observation
- In a real situation, you want to see the entire lesson from start to finish
- Focus on evidence & avoid personal biases

- Domain 2 - Classroom Environment
- Domain 3 - Instruction
- Domain 4 - Professional Responsibilities

Skipped - save for next time 😊
Evidence vs. Opinion

**Opinion**
- Makes inferences
- Depends on own perspective
- Includes evaluative words
- Draws conclusions......

**Evidence**
- Observable
- Not influenced by own perspective
- Free of evaluative words
- No conclusions drawn....
Is it evidence-based?

On the following slides, I borrowed a few statements made on actual observation forms by supervisors. Ask yourself if it’s evidence or opinion. Then ask yourself if it could be restated or revised.
“The students were productively engaged throughout the entire lesson.”
“Throughout the discussion and presentation, students share their findings, giving you evidence that they were able to successfully determine the correct answer by using the skill of making inferences.”
The plans for this lesson were not clear, but there were sequential activities planned.
Questions and discussion were consistently content related and as may be deduced from previous statements, student participation was demonstrated.
As we watch the video

• Keep “evidence” in mind
• Seek to document what you see and hear
• Have specifics you can refer to that help identify level of performance
• Avoid personal biases
• Practice writing strong evidence-based statements!

Skipped - save for next time 😊
Video-norming exercise

We will be reviewing a 4th grade lesson on visualizing and comparing fractions. The video can be found at https://www.youtube.com/watch?v=4uwaHJ7YdSo&feature=youtu.be. This will be collected at the end of our exercise. Your notes are important so please try to make them legible and fill out all sections. This helps our program to document and review the reliability of our practices in evaluating student teachers!

Focus area

Due to the brevity of this clip, we will focus on two major components of Domain B...

- 3b Using questioning & discussion techniques
- 3c Engaging students in learning

Use the area below for your notes relating to these components as you watch the video segment...

Notes:.............

Level of Performance

Consider level of performance and what you would want to discuss in a post-conference with this student teacher. Circle the number that you think is the most representative of each component below.

3b Using questioning & discussion techniques

1- The teacher’s questions are open-ended, encourage students to solve problems, and are asked in an interactive, open discussion style, with the teacher monitoring all contributions without dominating the discussion.
2- The teacher’s questions lead students on a single path of inquiry, with answers seemingly predetermined in advance. Additionally, the teacher avoids any questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, encouraging them to respond to one another and to explain their thinking, with uneven results.
3- While the teacher may use some low-level questions, he/she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stoppage when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.

3c Engaging students in learning

1- The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcome, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.
2- The learning tasks and activities are partially aligned with the instructional outcome, but require only minimal thinking by students and little opportunity for them to demonstrate learning. All students are allowed to participate, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The length of time for the lesson or the pacing of the lesson may not provide students with the opportunity to demonstrate learning. The groupings of students may be too large...
3- The learning tasks and activities are well aligned with the instructional outcome, and are designed to challenge student thinking and understanding. The learning tasks and activities require higher-order thinking skills, and techniques result in active involvement and a balance of challenging content and skill development. The mix of students is appropriate, and the teacher makes decisions in order to balance the pacing of the lesson, ensuring that students are suitably challenged and are intellectually engaged.

If this was a formal observation of your student teacher, you would be asked to document performance on the formal observation form. Provide at least 2 examples of written statements you might provide to document the behaviors you saw including strengths and areas for growth. *Remember our conversation about “evidence-based” versus opinion*

Statement 1: 

Statement 2: 

...
4th grade lesson focused on visualizing and comparing fractional amounts

Problem students work on during video segment

For this short clip, we will focus on two key components of Domain 3.....
3b Using questions & discussion
3c Engaging students in learning

Which is greater??
\[
\frac{2}{3} \text{ or } \frac{3}{4}
\]

(Tip....Class is using grid paper & arrays)

Skipped- save for next time 😊
Considerations.....

• Formal observations provide documentation of performance including strengths and weaknesses- *what you write is important!*

• Danielson Framework should serve as a *guide* when you observe and have conversations about instructional practice

• Levels of performance are drawn from *evidence collected* up until that point! (Ie. Formal observations)
Spring 2018 Cohort performance

As we consider evaluation and what we do as part of evaluation, let’s take a look at last semester’s program completers. With each I have questions to prompt conversation. Be honest and reflective about your own practices. Part of this exercise is seeking how to continually improve and perfect what we do!
“3” (proficient) in Danielson Framework

• How often would a student teacher get this high of a score?
• Could a student receive a 3 in all components across all domains? On the midterm? On the final evaluation?
• Is “3” performance expected by the end of student teaching?
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14 out of 69 earned these scores
Reminders about levels of performance

• They are a summative measure of performance up until the point you provide the rating

• Generally this is what the ratings mean....
  • Unsatisfactory or 1- Needs improvement, major gaps in knowledge
  • Basic or 2- Typical for a novice teacher, inconsistent performance, some gaps in knowledge, has general idea but needs work to polish or put into practice
  • Proficient or 3- Typical of tenured teacher, consistent performance, solid grasp of practice
Levels of performance & the final grade

• Does the levels of performance reported have bearing on the final grade given?
• What constitutes an A versus a B?
• Can a student with a high levels of performance get a B or B-?
Grading policy.....

• A Range (A or A-) — Indicates that the student teacher has consistently met all expectations of the program, supervisor, and mentor teacher throughout the course of the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

• B Range (B, B+, or B-) — Indicates that the student teacher has generally, but with some inconsistencies, met the expectations of the program, supervisor, and mentor teacher during the semester and demonstrated a basic level of performance in all four domains during or prior to the final evaluation.

Grades below B- indicate that a student will not be recommended for certification. A supervisor with a student teacher performing below Basic levels must communicate with the School of Education prior to issuing a grade.
These represent the overall level of performance average and students who received an “A” for student teaching

- Levels of performance range from 2.1 to 3.0
- Majority of students (80%) receiving an A had overall scores of 2.5 or higher

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A- ranges from 2.2 to 2.9
B+ ranges from 2.0 to 2.6
B scored a 2.0 exactly
B- ranges from 1.7 to 2.0

Overall......
• Students in A range scores above 2.0
• Students in B range varied greatly from 1.7* to 2.6
Reminders with grades.....

• You have **2 summative assessments** to offer feedback **without a grade**. Use this to your advantage!
  • Initial Progress Report
  • Midterm Evaluation

• The **level of performance should align with the grade** you give a student teacher for the semester since the final evaluation is a “summative” measure of all performance!

• Calculate **the overall average** to help make sure you aren’t rating too high or give a grade that’s not accurate....
  • **2.4 and above tends to be in A range**
  • **2.0 to 2.3 tends to be in B range**
  • **Anything lower than 2.0 is in C range**
Working with the Mentor Teacher

Skipped- save for next time 😊
What are your methods for collaboration?

Most of you here are veterans to this experience, you must have had a point where you had to work with others on a common task.

• Consider the role of the mentor teacher & what you can do along the way to support the “triad”.
• We’ll split into small groups. I recommend novice and veteran to combine forces!
• Review & discuss your prompt in your small group. Be ready to present a few ideas for your prompt.
The Meet & Greet

Skipped- save for next time 😊
Setting up an observation schedule

Skipped - save for next time 😊
Collaborating during an observation visit

Skipped- save for next time ☺️
Ways to communicate effectively

Skipped- save for next time 😊
Handling the teacher that has a hard time “letting go”

Skipped- save for next time 😊
Navigating personality conflicts

Skipped - save for next time 😊
Working with the “laissez-faire” style teacher

Skipped- save for next time 😊
Handling a teacher with room to grow....

Skipped- save for next time 😊
Reminders to keep the triad strong....

• Walk around the classroom to observe not only the student teacher but what the students are writing/reading/their interactions with each other as a result of the lesson (check with mentor first though).

• Be respectful of the classroom and don't speak up otherwise distract the teacher during instruction.

• Plan to stay for the full lesson starting when it’s only partially complete.

• Mentor teachers may be new to the responsibilities of student teaching. They may need recognizing ways he or she can support and provide additional opportunities for their student teacher.

• Always make time to speak with the mentor for a few minutes at each visit.
Documenting collaboration is key!

If someone was to review your commentary does it capture important information about levels of performance at the initial progress report, midterm & final evaluation stages??

This is on every formal observation form!

Sent as guide sheet instead
You be the judge…. If you were reviewing these notes, does it tell you what you need to know?

- Continues to establish good planning and teaching practices and is conscientious
- The Mentor and supervisor only spoke briefly about continued progress.
- MT continues to encourage ST to take on responsibilities in the classroom. She is making suggestions to assist with classroom management.
- The schedule did not permit conferencing with the Mentor.
- During reflection with MT, she noted that ST continues to research and execute her lessons successfully. She is consistently working to relate to the students on a higher level of Bloom's Taxonomy as well as holding them to high expectations and continual rigor. Additionally, ST adds real life stories to each of her lessons, thereby making a connection with the content to real life.
Conferencing with mentor note tips......

• Avoid vague statements about your conversations.
• Link commentary to areas of Danielson that are being focused upon.
• Include areas seen as strengths and areas for growth that are being working on.
• Seek specifics on areas you might not see in your own evaluation. (Ie. Most of domain 4 is what takes place beyond the observation!)
• Never say there wasn’t time. You can always call them if you have to. The mentor sees the student teacher every day. Their input is a critical part of the evaluation of performance.
• Document any issues the mentor is experiencing with the student teacher EARLY! (They will often confide in you but not be confident enough to put it in writing. This is your responsibility to do so if a student teacher is not progressing appropriately.)
Idea Swap

Got any great supports or documents you like to use with your student teacher? Now's your time to share.

Skipped - save for next time!

Here's one I shared in summer training!
Final reflection

After completing this training.....

• I can confidently say I do well at ____________________________
  because I ____________________________

• I was reminded today that I should ________________________

• I realize I can always strengthen my practice. An area I will focus on is
  ____________________________ because _________________________________

Ran out of time, did informally
Supervisor resources to use often!

- Stockton Student Teaching Handbook (*at website below- you have hard copy too*)
- Supervisor website... [http://tinyurl.com/TEDUSupervisor](http://tinyurl.com/TEDUSupervisor)
- Danielson’s Framework for Teachers’ Evaluation Instrument (softcover book or PDF)
Other things you might find helpful....

• EngageNY Danielson Framework for Teaching Rubric Videos- https://www.engageny.org/content/danielsons-framework-teaching-rubric-videos

• Massachusetts DOE Educator Evaluation resources- http://www.doe.mass.edu/edeval/resources/calibration/videos.html