

University Supervisor Training

Spring 2020 Final Clinical Practice

By Norma Boakes

Program Coordinator

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Today's Schedule

- 8:30-8:45am New supervisor check in (coffee & light breakfast served)
- 9-10:30am New supervisor training (veterans welcome to sit in)
 - Overview of TEDU Program
 - Role of the supervisor
 - Observation and evaluation structure
- 10-10:15am Veteran supervisor check in (coffee & light breakfast served)
- 10:15-10:45 Veteran supervisor debrief (discussion led by supervisor)
- 10:45-12 All supervisor training
 - CAEP Accreditation- new/improved practices & next steps
 - Process & procedure audit (**Need laptop & access to Taskstream account*)
 - Danielson Framework norming exercise (**Need copy of Danielson Framework*)
- 12:30-1pm Working lunch- Supervisor calibration exercise (**Need laptop*)
- 1-2pm Supervisor calibration exercise continued

Veteran Supervisor Debrief

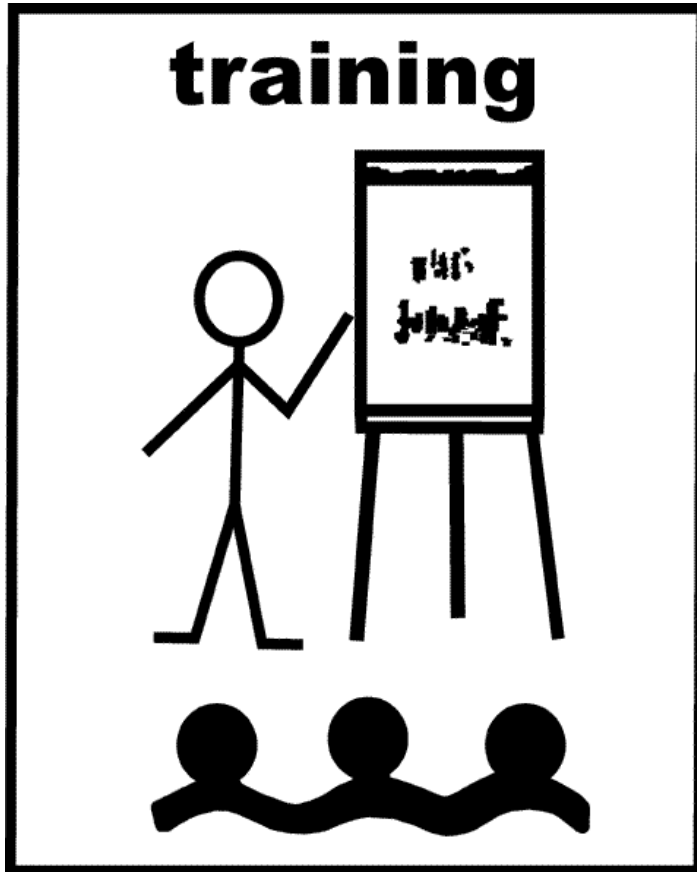
Today's exercise is to get a sense of student teachers' strengths and areas of struggle. We will discuss when you are done.

- 1. Step 1- Silent brainstorming-** Without talking, take 4 minutes to reflect on the student teachers you recently worked with. Think back to their overall performance. Consider all aspects that you track. Write down skills/abilities/behaviors that are strengths and areas of struggle. You have a sheet of paper to help write down some rough ideas as they come to you.
- 2. Step 2- Trait card prep-** Pass out the index cards provided. Each person should get **4 cards**. On each card, put a strength or a weakness you thought of during the brainstorm. Write enough detail that someone else knows what it means. (ie. Give an example or define the skill/ability/behavior). *Also be sure to note the level of the student teacher & subject.*



Secondary Mathematics
Weakness
Followed a very traditional, direct instruction model. Had to push to use more student-centered methods.

- 3. Step 3- Trait card sort-** Work with 4 to 6 colleagues. Put all your cards in the center of the table. Review traits and sort them into respective piles. How you sort is completely up to you. You might sort by:
- Domain the strength/weakness falls in
 - Level of student teacher (elementary vs middle school vs high school)
 - By similar issues found..... Etc
- 4. Step 4- Sharing of sorting results-** Each team of 4 to 6 should share the results of their sort. Focus on the sorting method and overall trends or patterns you noticed. *** *Leave your sorted piles somewhere accessible! We'll use them later on today!*



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)

Praxis Core must be passed

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)

Praxis II must be passed

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 credits)

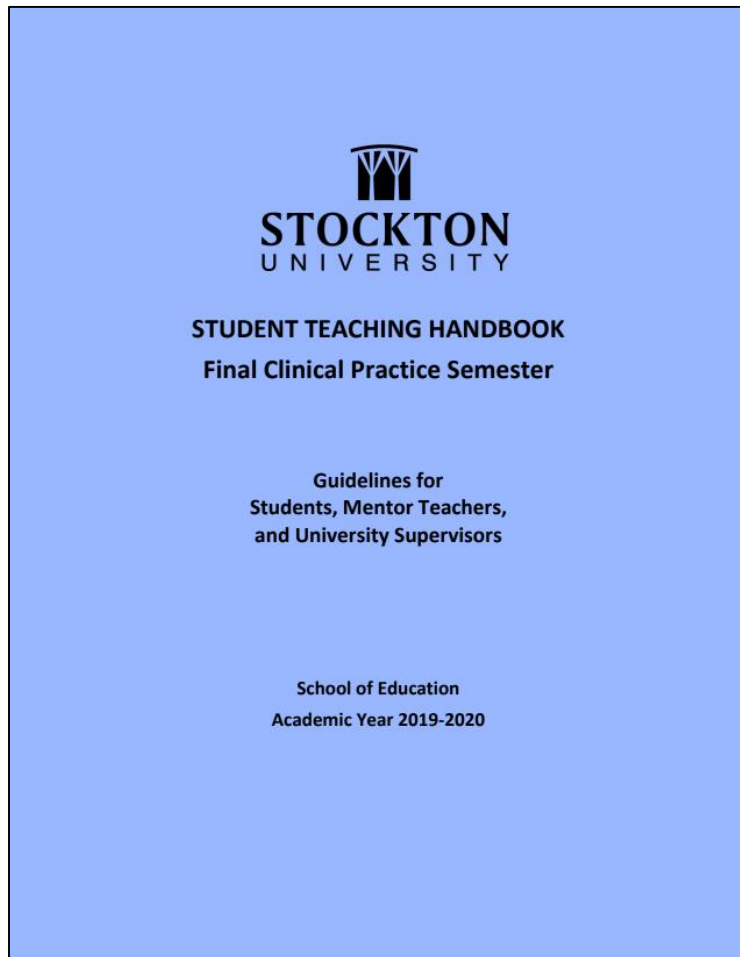
3.0 GPA

Final Clinical Practice

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

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](mailto: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 issues

School of Education

- Academic Programs
- Advising / New Students
- Current Students
- Centers
- Accreditation and Assessment
- Faculty & Staff
- FAQ's
- Contact Us


Office Information
Room: J-201
(609) 652-4688
(609) 626-5528 FAX
soe@stockton.edu


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



Calendar Spring 2020

<u>Supervisor</u>	
Date	Visit/Observation
1/2-1/10	Meet and Greet
1/13-1/24	1st Observation by Supervisor
1/27-2/7	2nd Observation by Supervisor & Progress Report
2/7	Progress Report
2/10-2/21	3rd Observation by Supervisor
	edTPA window
	edTPA window
2/24-3/6	4th Observation by Supervisor
3/6	Midterm Summary Performance Review by Supervisor
3/9-3/27	5th Observation by Supervisor
3/30-4/10	6th Observation by Supervisor
4/12-4/17	Final Performance Review by Supervisor
4/17	Final Day of Student Teaching (Unless absences require additional days of student teaching)

<u>Important Dates</u>
January 2020
1/1 New Year's Day
1/2 School starts
1/20 Martin Luther King Day
February 2020
2/17 President's Day
March 2020
3/15 - 22 Stockton Spring break
April 2020
4/9 Final day to withdraw from course with a W grade.
4/10 Good Friday
4/12 Easter Sunday
May 2020
5/1 Term Ends
5/15 Commencement

<u>Mentor Teacher</u>	
Date	Visit/Observation
1/13-1/31	1st Observation by MT
2/3-2/21	2nd Observation by MT
2/21	Midterm Evaluation
2/24-3/13	3rd Observation by MT
3/16-4/3	4th Observation by MT
4/6-4/10	Final Performance Review by MT
4/17	Final Day of Student Teaching (Unless absences require additional days of student teaching)

Capturing student teacher's abilities

University supervisor

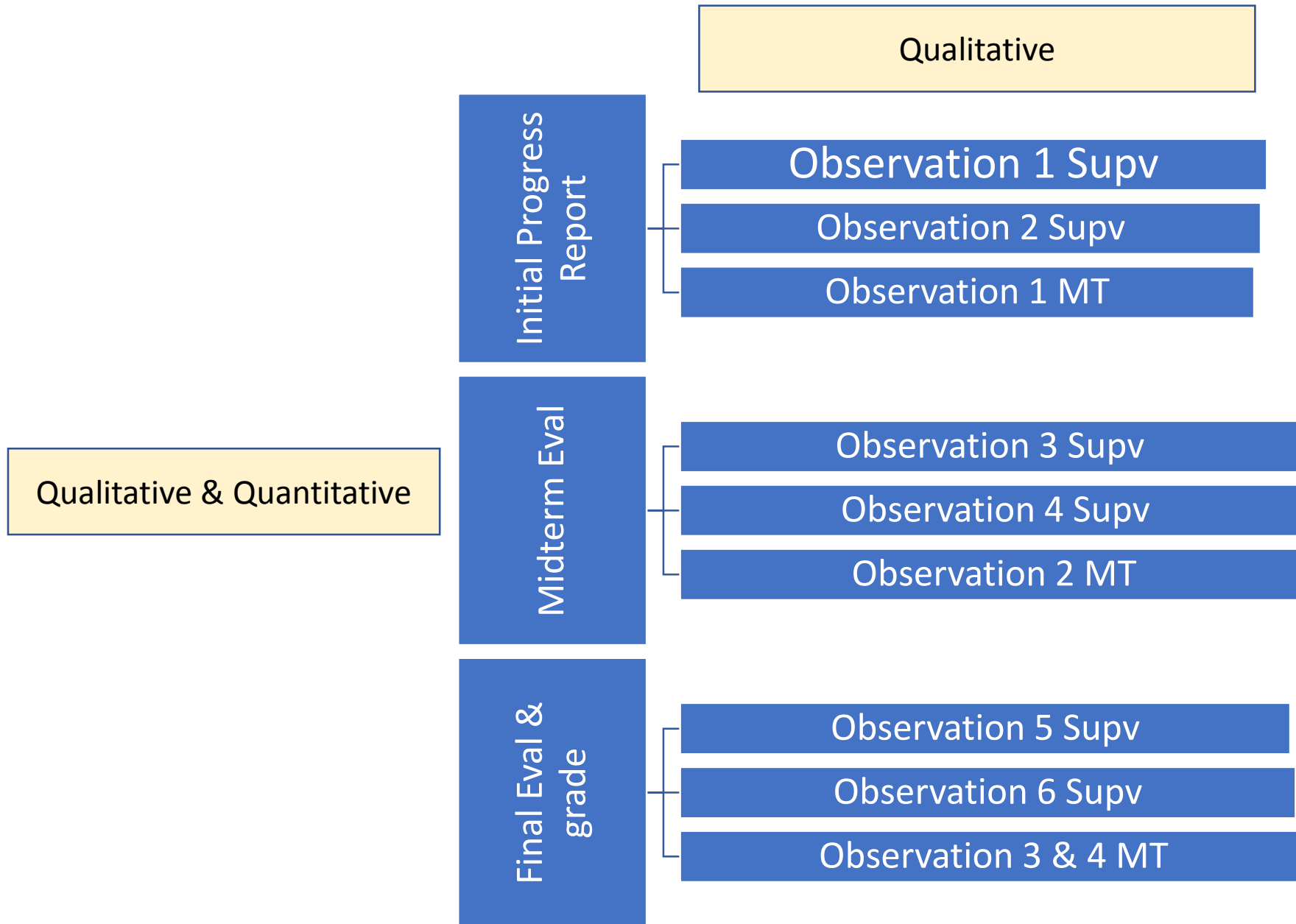
- Meet & Greet
- 2 formal observations
- Initial Progress Report (after 2nd visit)
- 2 formal observations
- Midterm evaluation (after 4th visit)
- 2 formal observations
- Final evaluation (after 6th visit)

Mentor teacher

- 2 formal observations
- Midterm evaluation
- 2 formal observations
- Final evaluation

Student teacher

- 4 lesson plans & post-reflections for teacher
- 6 lesson plans & post-reflections for supervisor
- Mini SGO (done as part of seminar course)
- edTPA (monitored in edTPA capstone course)



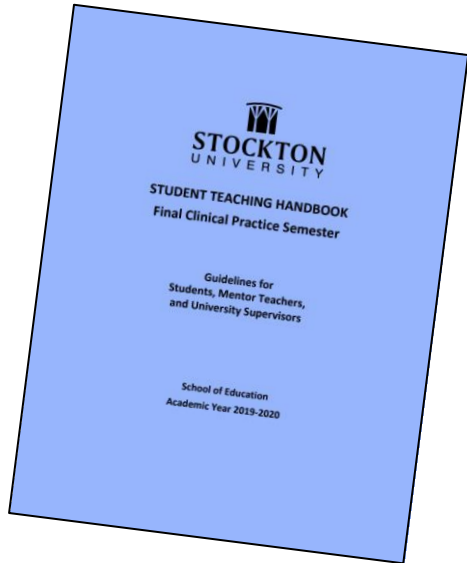
Each of the observations and feedback from the mentor teacher are used to help you judge overall performance during the 3 “checkpoints” built into the semester.



Meet & Greet

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

- Expectations- student & mentor
- 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 mentor has signed up for and can access Taskstream to fill out observation.*)
- Requirements for observations (mentor & 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 effective 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 and document student progress
- Providing guidance on how to support their student teacher
- Coordinating visits to classroom
- Addressing concerns raised
- Tracking and reviewing mentor teacher observations & evaluations



Evaluating your student teacher

COMPONENT 1b		1b DEMONSTRATING KNOWLEDGE OF STUDENTS										
<p>1b DEMONSTRATING KNOWLEDGE OF STUDENTS</p> <p>Teachers don't teach content in the abstract; they teach it to <i>students</i>. In order to ensure student learning, therefore, teachers must know not only their content and its related pedagogy but also the students to whom they wish to teach that content. In ensuring student learning, teachers must appreciate what recent research in cognitive psychology has confirmed, namely, that students learn through active intellectual engagement with content. While there are patterns in cognitive, social, and emotional developmental stages typical of different age groups, students learn in their individual ways and may have gaps or misconceptions that the teacher needs to uncover in order to plan appropriate learning activities. In addition, students have lives beyond school—lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn.</p> <p>The elements of component 1b are:</p> <p>Knowledge of child and adolescent development <i>Children learn differently at different stages of their lives.</i></p> <p>Knowledge of the learning process <i>Learning requires active intellectual engagement.</i></p> <p>Knowledge of students' skills, knowledge, and language proficiency <i>What students are able to learn at any given time is influenced by their level of knowledge and skill.</i></p> <p>Knowledge of students' interests and cultural heritage <i>Children's backgrounds influence their learning.</i></p> <p>Knowledge of students' special needs <i>Children do not all develop in a typical fashion.</i></p> <p>Indicators include:</p> <ul style="list-style-type: none"> Formal and informal information about students gathered by the teacher for use in planning instruction Student interests and needs learned by the teacher for use in planning Teacher participation in community cultural events Teacher-designed opportunities for families to share their heritages Database of students with special needs 		<p>1b DEMONSTRATING KNOWLEDGE OF STUDENTS</p> <table border="1"> <thead> <tr> <th></th> <th>UNSATISFACTORY • LEVEL 1</th> <th>BASIC • LEVEL 2</th> </tr> </thead> <tbody> <tr> <td>CRITICAL ATTRIBUTES</td> <td> <p>The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.</p> <ul style="list-style-type: none"> The teacher does not understand child development characteristics and has unrealistic expectations for students. 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The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge. </td> </tr> <tr> <td>POSSIBLE EXAMPLES</td> <td> <ul style="list-style-type: none"> The lesson plan includes a teacher presentation for an entire 30-minute period to a group of 7-year-olds. The teacher plans to give her ELL students the same writing assignment she gives the rest of the class. The teacher plans to teach his class Christmas carols, despite the fact that he has four religions represented among his students. And others... </td> <td> <ul style="list-style-type: none"> The teacher's lesson plan has the same assignment for the entire class in spite of the fact that one activity is beyond the reach of some students. In the unit on Mexico, the teacher has not incorporated perspectives from the three Mexican-American children in the class. Lesson plans make only peripheral reference to students' interests. 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Danielson in Student Teaching

It's in the observations you do

Domain 1: Planning and Preparation
During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 1: Planning and Preparation Save Draft

1a. Knowledge of content and pedagogy
-Knowledge of content and structure of the discipline
-Knowledge of prerequisite relationships
-Knowledge of content-related pedagogy

1b. Knowledge of students
-Knowledge of child and adolescent development
-Knowledge of the learning process
-Knowledge of students' skills
-Knowledge and language proficiency
-Knowledge of students' interests and cultural heritage
-Knowledge of students' special needs

1c. Selecting instructional goals
-Value, sequence and alignment
-Clarity
-Suitability for diverse students

1d. Demonstrating knowledge of resources
-Resources for classroom use
-Resources 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
-Criteria and standards
-Design of formative assessments
-Use for planning

Details on each component can be found at:
Danielson Framework Reference

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DOMAIN 2: The Classroom Environment
During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 2: The Classroom environment Save Draft

This domain should address each of the following components:

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

2b. Establishing a Culture for Learning
-Importance of the content and of learning

2c. Managing Classroom Procedures
-Management of instructional groups
-Management of transitions
-Management of materials and supplies
-Performance of non-instructional duties

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

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

Details on each component can be found at:
Danielson Framework Reference

DOMAIN I: Planning and preparation

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance for each component. Performance matches performance to date.

1a Demonstrating knowledge of content & pedagogy

Alignment:
EdTPA
Planning for content understandings- R1
Planning to support varied student needs- R2
InTASC 1& 4

- 1- In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable for the content.
- 2- The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited understanding of the relationships among topics.
- 3- The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches.

Level of Performance:

1 2 3

The evaluations at mid- and end of experience

And in the mentoring & guidance along the way!



Documenting performance

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FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS RESOURCES ANALYTICS SHOW FEWER OPTIONS

Need Assistance ?

Evaluate a program

Author Reviewer Evaluator

CUSTOMIZE DISPLAY

ALL ITEMS

EVALUATION REQUIRED 1+ AWAITING RELEASE! 0

DRF PROGRAM

Student Teaching Spring 2019 >

Evaluation Required 1+
Awaiting Release 0
Reports



Don't worry! Short video tutorials will show you how this works!

Evaluate a program

Author Reviewer **Evaluator**

CUSTOMIZE DISPLAY

ALL ITEMS

EVALUATION REQUIRED 0 AWAITING RELEASE! 0

DRF PROGRAM

Student Teaching Spring 2019 >

Evaluation Required 0

Awaiting Release 0

Reports

Supervisor View

Reports Evaluation Grid

PRINT EXCEL

uses for each author that you are able to evaluate. NOTE: The grid will only display items based on the search criteria

SHOW : All Individuals (do not filter) Update Display

Include inactive (expired) subscribers in search results

LEGEND Work in Progress Submitted Needs Revision Resubmitted Evaluation in Progress Evaluated Evaluation Released

RELEASE SELECTED EVALUATIONS

University Supervisor Go

Show Mouseover Tips Show Area Descriptions Show Release Options

	SUPV- MEET AND GREET (no submission req'd)	SUPV- OBSERVATION 1	SUPV- OBSERVATION 2	SUPV- INITIAL PROGRESS REPORT (no submission req'd)	SUPV- OBSERVATION 3	SUPV- OBSERVATION 4
Boakes, Norma	Evaluate	Evaluate Submitted : 08/12/19	Work Not Started	Evaluate	Work Not Started	Work Not Started

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FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS RESOURCES ANALYTICS SHOW FEWER

Review a program

Author **Reviewer** Evaluator

CUSTOMIZE DISPLAY

DRF PROGRAM

 Student Teaching Spring 2019 >

The reviewer tab allows you to “review” and comment on lessons prior to when they are taught.

TaskStream - Windows Internet Explorer

https://w.taskstream.com/Lesson/View?ald=aph2cif9ecfmzmhbzu

File Edit View Favorites Tools Help

STANDARDS & ASSESSMENT

Standards **Display:** Collapse All Expand All

- USA- Common Core State Standards (June 2010)
 - Subject: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
 - Grade: Kindergarten:
 - Strand: Writing
 - Domain: Text Types and Purposes
 - Standard:
 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

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.

Assessment/Rubrics

IMPLEMENTATION

Goal(s)

The students will develop a better understanding of reading comprehension and story retell by recalling facts about the story and writing an opinion piece.

Objective

Objective: Students will be able to demonstrate an understanding of letter-sound correspondences by stretching sounds to make words.

Enduring Understanding: In constructing sentences through phonetic spelling, students will work towards a mastery of letter-sound correspondences as well as sentence structure in order to develop their writing.

Essential Questions: How can we expand our writing through details?

No comments added

Assessment Plan

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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.

Mentor Teacher View

taskstream LIMITED

Show More Options »

My Account Logout

Evaluate a program

Reviewer Evaluator

Customize Display

All Items

EVALUATION REQUIRED AWAITING RELEASE

DRF PROGRAM

Student Teaching Spring 2019 >

Evaluation Required 0

Awaiting Release 0

Reports

DRF PROGRAM

DRF Student Teaching Spring 2014 >

Evaluation Required

Awaiting Release

Reports

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FOLIOS & WEB PAGES LESSONS, UNITS & RUBRICS STANDARDS COMMUNICATIONS

Student Teaching Spring 2019

DRF template: Student Teaching Spring 2018

« BACK TO SEARCH

PRINT EXCEL

DIRECTIONS

The grid below displays the categories, requirements, and statuses for each author that you are able to evaluate. NOTE: The grid will only display items based on the search criteria previously selected.

SHOW : All Individuals (do not filter) Update Display

Include inactive (expired) subscribers in search results

LEGEND

Work in Progress Submitted Needs Revision Resubmitted Evaluation in Progress Evaluated

Evaluation Released

RELEASE SELECTED EVALUATIONS

Mentor Teacher Go

Show Mouseover Tips

Show Area Descriptions

Show Release Options

	MENTOR TEACHER					
	MENTOR TEACHER-OBSERVATION 1	MENTOR TEACHER-OBSERVATION 2	MENTOR TEACHER-MIDTERM EVALUATION (no submission req'd)	MENTOR TEACHER-OBSERVATION 3	MENTOR TEACHER-OBSERVATION 4	MENTOR TEACHER-FINAL EVALUATION (no submission req'd)
Boakes, Norma	Work Not Started	Work Not Started	DRF Not Initiated	Work Not Started	Work Not Started	DRF Not Initiated

*Same look as supervisor
*Teacher-friendly evals vs qualitative version
*And again....students must submit lessons to start observation evaluation!

Student Teaching Spring 2019

Template: Student Teaching Spring 2018

Work

Comments

Scores/Results

Options

VIEW AS FOLIO

EXPAND ALL COLLAPSE ALL

General Information

Student Teaching Verification Form

Verification Form

University Supervisor

Supv- Meet and Greet

Supv-Observation 1

Supv-Observation 2

Supv- Initial Progress Report

Supv-Observation 3

Supv-Observation 4

Supv-Midterm Evaluation

Welcome to the Student Teaching Spring 2019 program

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 1.800.311.5656 for help starting your work.

Program Links

Overview

More Help

In the DRF program, add work to your DRF (Directed Response Folio) in the Work tab. View evaluation results in the Scores/Results tab, and find other options (like e-mailing and publishing options) in the Options tab.

- More about DRF programs
- More about how to add content
- More about Program Options

DRF PROGRAM



Student Teaching Spring 2019 >

Student Teacher View

Observation Protocol

- Student teacher submits lesson plan for feedback via Taskstream 3-4 days before a planned visit.
- Review and comment on the student teacher's lesson plan in Taskstream within the "reviewer" area.
- Observe the student teacher.
- Hold a post-conference and complete the formal observation form in Taskstream (found in the "evaluator" area).
- Consult with the mentor teacher regarding progress since last visit.



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 in the “Reviewer” area
 - This, along with any conversation prior to observation, serves as evidence of **Domain 1**

Domain 1: Planning and Preparation
During pre-observation conference, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN I: Planning and Preparation Save Draft

1a. Knowledge of content and pedagogy
-Knowledge of content and structure of the discipline
-Knowledge of prerequisite relationships
-Knowledge of content-related pedagogy

1b. Knowledge of students
-Knowledge of child and adolescent development
-Knowledge of the learning process
-Knowledge of students' skills,
-Knowledge and language proficiency
-Knowledge of students' interests and cultural heritage
-Knowledge of students' special needs

1c. Selecting instructional goals
-Value, sequence and alignment
-Clarity
-Suitability for diverse students
-Balance

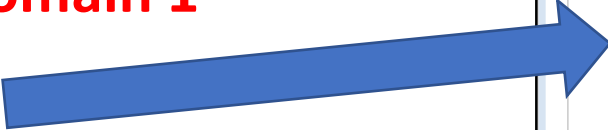
1d. Demonstrating knowledge of resources
-Resources for classroom use
-Resources to extend content knowledge and pedagogy
-Resources for students

1e. Designing coherent instruction
-Learning activities
-Instructional materials and resources
-Instructional groups
-Lesson and unit structure

1f. Designing student assessments
-Congruence with instructional
-Criteria and standards
-Design of formative assessments
-Use for planning

Details on each component can be found at:
[Danielson Framework Reference](#)

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• Observation

- **Prior to visit, make sure the student teacher turned in a final copy of the lesson plan in the Student Teaching folio in Taskstream (within “evaluator” area)*
- Observe the student teacher delivering the lesson
- Script what you see focusing on elements of Danielson. Speak to evidence to support observations.
- Write summary statements for **Domains 2 & 3** on the observation form based on evidence collected

DOMAIN 2: The Classroom Environment
During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

DOMAIN 2: The Classroom environment Save Draft

This domain should address each of the following components:

- 2a. Creating an Environment of Respect and Rapport**
 - Teacher interaction with students, both words and actions
 - Student interaction with other students, both words and actions
- 2b. Establishing a Culture for Learning**
 - Importance of the content and of learning
- 2c. Managing Classroom Procedures**
 - Management of instructional groups
 - Management of transitions
 - Management of materials and supplies
 - Performance of non-instructional duties
- 2d. Managing Student Behavior**
 - Expectations
 - Monitoring of student behavior
 - Response to student misbehavior
- 2e. Organizing Physical Space**
 - Arrangement of furniture and use of physical space
 - Safety and accessibility

Details on each component can be found at:
[Danielson Framework Reference](#)

DOMAIN 3: Instruction
During observation of instruction, note areas of interest and specific evidence to assist you in completing the student teacher evaluation protocol.

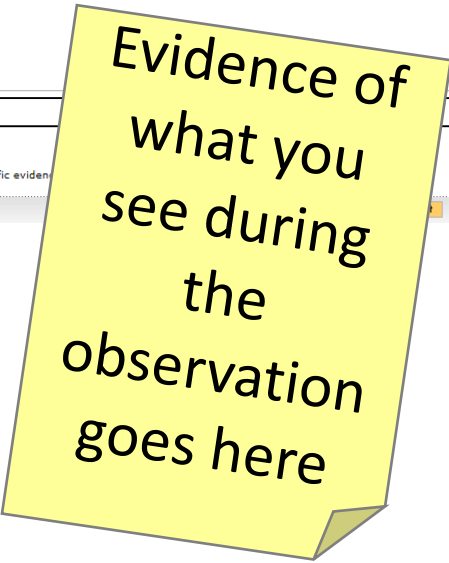
DOMAIN III: Instruction

This domain should address each of the following components:

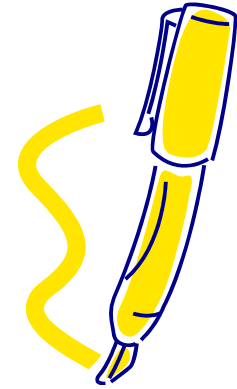
- 3a. Communicating with Students**
 - Expectations for learning
 - Directions for activities
 - Explanation of content
 - Use of oral and written language
- 3b. Using Questioning/Prompts & Discussion Techniques**
 - Quality of questions/prompts
 - Discussion techniques
 - Student participation
- 3c. Engaging Students in Learning**
 - Activities and assignments
 - Grouping of students
 - Instructional materials and resources
 - Structure and pacing
- 3d. Using Assessment in Instruction**
 - Assessment and criteria
 - Monitoring of students learning
 - Feedback to students
 - Student self-assessment and monitoring of progress
- 3e. Demonstrating Flexibility and Responsiveness**
 - Lesson adjustment
 - Response to students
 - Persistence

Details on each component can be found at:
[Danielson Framework Reference](#)

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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 mentor 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 should meet “basic” level of performance, 2, overall.** Check your average score across all components to ensure that the value is fair including 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

DOMAIN I: Planning and Preparation

1a. Knowledge of content and pedagogy
- Knowledge of content and structure of the discipline
- Knowledge of prerequisite relationships
- Knowledge of content-related pedagogy

1b. Knowledge of students
- Knowledge of child and adolescent development
- Knowledge of the learning process
- Knowledge of students' skills
- Knowledge and language proficiency
- Knowledge of students' interests and cultural heritage
- Knowledge of students' special needs

1c. Selecting instructional goals
- Value, sequence and alignment
- Clarity
- Suitability for diverse students
- Balance

1d. Demonstrating knowledge of resources
- Resources for classroom use
- Resources 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
- Criteria and standards
- Design of formative assessments
- Use for planning

Details on each component can be found at:
Danielson Framework Reference

1a. Knowledge of the content was appropriate with ST role modeling in the classroom to represent the actual setting for the Anaconda Plan.

ST provided pre requisites for this lesson ,i.e. the video of the Anaconda Plan.

The objective (Students will be able to analyze critical events of the Anaconda Plan and determine how the events finalize the outcome of the war.) is not consistent to the lesson: only about the Anaconda Plan and its effect on the war.

Initially , the ST had location of water bodies incorrectly positioned. It's important to have all the facts accurate when you teach.

Qualitative-
sample comments
on a formal
observation

DOMAIN II: Classroom Environment

Refer to the Framework For Teaching Evaluation Instrument, 2013 Edition, for specifics on levels of performance

2a Creating an environment of respect and rapport

Alignment:
EdTPA
Learning environment- R6
InTASC 3

3- Teacher-student interactions are friendly and respectful. Such interactions are appropriate to the students' developmental level and students exhibit respect for the teacher. There is no tolerance for disrespectful behavior among students. The teacher uses appropriate strategies to manage intellectual risks.

2b Establishing a culture for learning

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

3- The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm. Interactions support learning, hard work, and the precise use of language.

2c Managing classroom procedures

Alignment:
EdTPA
Learning environment- R6
InTASC (n/a)

3- There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instruction, including effective use of guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the learning environment.

Quantitative- excerpt of midterm eval

• Post-conference

- Meet with student teacher and mentor teacher to discuss what was observed (**include time to meet with student teacher and mentor teacher individually*)
- Discuss all items relevant to **Domain 4**
- Complete rest of formal observation form and submit to student via Taskstream
- ***Make sure the student teacher also does a post-reflection of the experience. They write it within their lesson plan submission.*

DOMAIN IV: Professionalism Save Draft

This domain should address each of the following components:

- 4a. Reflecting on teaching**
 - Accuracy
 - Use in future teaching
- 4b. Maintaining accurate records**
 - Student completion of assignments
 - Student progress in learning
 - Non-instructional records
- 4c. Communicating with Families**
 - Information about the instructional programs
 - Information about individual students
 - Engagement of families in the instructional program
- 4d. Participation in a Professional Community**
 - Relationships with Colleagues
 - Involvement in a culture of professional inquiry
 - Service to the school
 - Participation in school and district projects
- 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 and ethical conduct
 - Service to Students
 - Advocacy
 - Decision Making
 - Compliance with school/district regulations

Details on each component can be found at:
[Danielson Framework Reference](#)

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Evidence of the post conference and items about professionalism go here

Pacing and Tips

- Keep track of visit dates including date student submits lesson plan.
- Review the previous observation(s) when doing a new observation. Also read the student teacher's reflections on their performance to make sure they understand what they did well and need to work on. This helps each visit to be focused on 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 mentor 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
 - Jeanne DelColle (Fieldwork Director)- mentor teacher concerns, Taskstream, & performance issues with student teachers
 - Other supervisors!
- Tell us early if the student teacher is struggling! The earlier we know, the more likely we can provide the supports needed to assist him/her.



Supervisor Training (all)

TEDU Program- updates & news

- University level news
 - Master contract in progress
 - University strategic plan implementation under way via teams
 - Reorganization considerations presented by Provost
- TEDU Program items
 - **Secondary/K12 candidates**
 - Take a “Methods of Secondary/K12 Teaching” course
 - **Elementary & ECE candidates**
 - Literacy Development taught within Pleasantville school setting
 - ECE- Cohorted into small groups for coursework
 - **All candidates**
 - Internship pilot program- CPI and CPII candidates participating in a program that provides time to “guest intern” in school where they are completing fieldwork hours
 - Instructional coaching pilot- Structure in progress to provide coaching prior to FCP semester during the CPII semester
 - Clinical Handbook for Mentors- Provides details for mentor teachers in CEXP, CPI and CPII semesters

CAEP progress

- Initial and advanced programs prepared and submitted the CAEP Self Study
- Formative feedback with additional questions/clarifications returned to EPP by early December
- Response to feedback due within 8 weeks
- Site visit- June 7th-9th, 2020- ***Please be available if can***

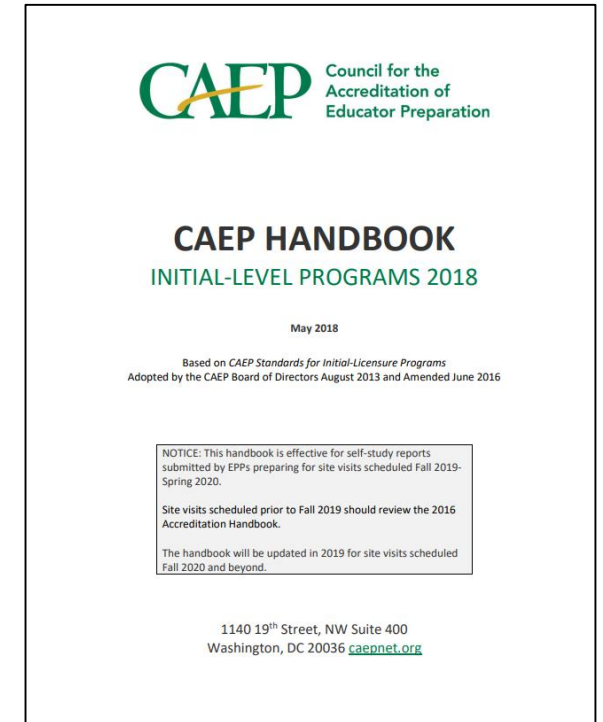


<http://caepnet.org/accreditation/about-accreditation/what-is-accreditation>

CAEP Self Study

Written narrative including

- Overview
- CAEP Standards & evidence discussions
 - Standard 1- Content & pedagogical knowledge + 16 evidence files
 - Standard 2- Clinical Partnerships & Practice + 27 evidence files
 - Standard 3- Candidate Quality, Recruitment, & Selectivity + 16 evidence files
 - Standard 4- Program Impact + 5 evidence files
 - Standard 5- Provider Quality, Continuous Impact & Capacity + 10 evidence files



<http://caepnet.org/~media/Files/caep/accreditation-resources/final-2018-initial-handbook-5-22.pdf?la=en>

Considering the evidence....

- Evidence 1.7 Final Clinical Practice Supervisor Evaluation Assessment
- Evidence 1.6 EdTPA
- Evidence 2.4 (excerpt) Supervisor Information and Reliability Studies

Take a moment to review the narrative for each piece of evidence. See what stands out and is of importance to you. Do you have any questions? What comments do you have? What do you think is next?

Ways to help us with CAEP

- Be familiar with the curriculum
- Be able to describe your role and responsibilities
- Follow the guidelines & process as described in the Student Teaching Handbook
- Collaborate with your mentor teacher and school
- Consider mentor teachers, supervisors/dept chairs, Principals, etc that we might contact for on site interviews when the CAEP team visits



Process & Procedure Audit



How well do you really know the process and procedures of the evaluation of student teachers?

Could you describe all aspects?

If you audited your own work would you align with requirement?

The next series of exercises will determine to what extent you're aligned. This will help you reflect on your role and help our program identify any possible needs for change/revision/clarification.

Process audit

We will look at three specific areas. You need access to the Student Teaching DRF for Spring 2019. (We will not use Fall 19 because it's incomplete.)

You will write notes on the sheet provided. Please make sure you take time to do this. I will collect your written work to serve as evidence of the exercise we completed.

- Part I- Timing
- Part II- Procedure
- Part III- Observation notes

Danielson Word reference

Unsatisfactory (1)	Basic (2)	Proficient (3)
<ul style="list-style-type: none">• Not...• Not clear• Not seen• Unaware• Does not respond• Poor• Unplanned• Not congruent• Inappropriate• Not suitable• Little to no evidence of.....	<ul style="list-style-type: none">• Some....• Attempts to...• Limited• Varied treatment of students• Moderate• Generally appropriate• Uneven• Inconsistent• Rudimentary• Suitable for some• Partially• Basic awareness• Understands concept but inconsistent implementation	<ul style="list-style-type: none">• Consistent• Most• Successfully....• Efficient• Minimal guidance/prompting• Well developed• High quality• Timely• Genuine....• Accurate• Appropriate• Clear• Effective• High expectations• Adjusts based on learner

Danielson Framework Norming

For today's session we'll be focusing on a few areas that are identified as weaknesses for our student teachers from previous semesters. Having a sense of what makes the practices strong or needing improvement will help to support growth in these area.

A quick Danielson refresher

Take a moment to read the components you are given. We'll work in teams to discuss each component before we review performance.

- Domain 1- 1c- Setting instructional objectives
- Domain 1- 1f- Designing student assessments
- Domain 3- 3b- Using questioning & discussion
- Domain 3- 3c- Using assessment in instruction

For your component, be ready to describe how to distinguish between unsatisfactory (1), basic (2) and proficient (3) practice.

Domain 1- 1c- Setting instructional objectives

- What would this component look like?
 - In the lesson plan?
 - In the classroom?
- How should they be communicated to students?
 - Where might it be planned for in the lesson plan?
 - In the classroom?

The elements of component 1c are:

- Value, sequence, and alignment
 - *Outcomes represent significant learning in the discipline reflecting, where appropriate, the Common Core State Standards.*
- Clarity
 - *Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*
- Balance
 - *Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*
- Suitability for diverse students
 - *Outcomes must be appropriate for all students in the class.*

Indicators include:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability

Setting instructional objectives look fors....

VITAL INFORMATION	
Subject(s)	Mathematics
Topic	How to solve word problems using bar models
Grade/Level	Grade 2
Resources	<ul style="list-style-type: none"> Materials and resources: GO! Math Grade 2 Textbook
STANDARDS & ASSESSMENT	
Standards	Display: <input type="radio"/> Collapse All <input checked="" type="radio"/> Expand All <ul style="list-style-type: none"> NJ- New Jersey Student Learning Standards for Mathematics (2016) <ul style="list-style-type: none"> Grade: Grade 2 <ul style="list-style-type: none"> Area: Operations and Algebraic Thinking <ul style="list-style-type: none"> Standard: A. Represent and solve problems involving addition and subtraction. <ul style="list-style-type: none"> Indicator: 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
Learning Objective(s) (Learning Target(s))	Students will be able to use bar models to represent and solve word problems involving subtraction.



Domain 1- 1f- Designing student assessments

- What would this component look like?
 - In the lesson plan?
 - In the classroom?
- What would you need to see and/or review to know to judge this area?

The elements of component 1f are:

- Congruence with instructional outcomes
 - *Assessments must match learning expectations.*
- Criteria and standards
 - *Expectations must be clearly defined.*
- Design of formative assessments
 - *Assessments for learning must be planned as part of the instructional process.*
- Use for planning
 - *Results of assessment guide future planning.*

Indicators include:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction

Reflecting on assessment practices



- Be ready to describe each assessment method
- What purpose does each serve?
- What's another assessment practice that you've seen used that's effective?
- What does "3" level design look like?

<https://www.teachingchannel.org/video/gather-student-feedback>

1f- Designing student assessment considerations

- Does the assessment seek to measure the instructional outcome?
- Are the expectations for the assessment clearly provided?
- Are there specific formative assessment (formal & informal) detailed & provided that seek to measure progress towards the instructional outcome?
- How will results from the assessment be used to guide future planning?

You be the judge....

The students will be able to identify the difference between a personal narrative and a realistic fiction narrative.

No
attachments

Formative Assessment:

Informal:

I will be taking notes of students who are having difficulties in identifying the differences between realistic fiction and personal narrative. The assessment is done through observation and class discussion.

Formal:

The worksheet the students complete will be collected. Each group will write all members on the paper before turning in. I will be assessing whether or not their ideas of realistic fiction are true or not.

You be the judge...

Tenth grade students will be able to identify the elements of plot in a story with 75% accuracy.

The teacher will informally assess students through questioning techniques during the class lesson. The teacher will also collect the Guided Notes worksheet students will complete to assess their understanding of the new material and their ability to identify these elements in a work of literature or movie. Students will also complete a journal entry that asks them to expand on one of the statements read in class and explain why they believe or feel the way they do.

Instructional Materials
(handouts, etc.)

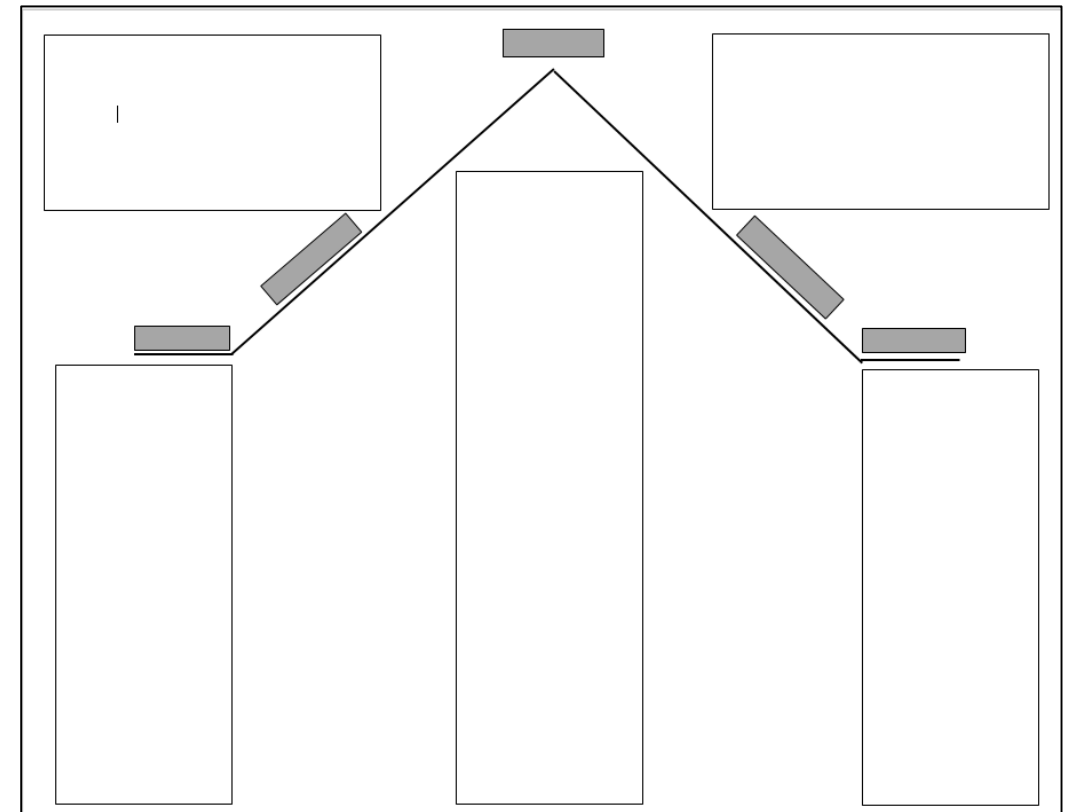
Attachments:

1. Guided Notes - Plot Diagram.pdf
2. Plot Development Blank Fill-In Chart.docx
3. Plot PowerPoint.pptx
4. Poster-PlotDiagram.pdf
5. Statement Activity OMAM.doc



Statement

1. People that are poor should rely on their friends, family, or church for help—not the government.
2. A true friend will tell you the truth, even when you don't want to hear it.
3. When people are a victim of a crime, they should be able to take the law into their own hands.
4. The best place for justice to be determined is in a court of law.
5. Being rich is more important than having close friends.
6. Sometimes a person has to break the law to make sure justice is served.
7. Life today is more difficult than it was in the 1930s.



You be the judge....

Students will be able to use subtraction to find the missing part of nine when one part is known.

- There will be informal assessment during the direct instruction part of the lesson by asking students questions and having them participate in the lesson. I will use this to inform my instruction and see what students may need more clarification on and who needs more support.
- The students will also be completing a worksheet for the lesson. This worksheet will be checked by myself and my co-teacher to see students understanding.

No
attachments

Students will be able to organize the data given on the "Tally Tables and Frequency Tables Independent Assessment" correctly in both a tally table and frequency table, and will get at least two of the three questions on the bottom of this assessment that require the students to evaluate information on the tables to answer questions correct.

Formal: The "Tally Tables and Frequency Tables Independent Assessment" will serve as a formal assessment. This will be a true indicator of the students' understanding and abilities because the students will complete this independently and will not be given help by the teacher. The students will receive either a 1, 2, or 3 on this assignment. The students will receive a 3 if they make the tables correctly and answer the three questions on the bottom of the page correctly. The students will receive a 2 if they get one of the three questions incorrect on the bottom of the page, and/or make a minor error in creating their tables at the top of the page, for example, using the incorrect number of tallies due to a counting error. The students will receive a 1 if they get any more incorrect than the students who will receive a 2.

Informal: Throughout the lesson, the teachers will conduct many informal assessments to gauge the students' understanding of the content. Thumbs-up and Thumbs-down is an informal formative assessment technique that should be used many times throughout this lesson. The teacher will also gain an understanding of the students' knowledge through the discussions students have with their partners, and their answers to questions when reviewing the work the students do with their partners.

Attachments

Instructional Materials
(handouts, etc.)

Houghton Mifflin Harcourt's GO Math! Textbook (2012)

Attachments:

1. **Confidence Scale Exit Ticket**
2. **Page 62 of Textbook** This will be used during the We Do portion of the instruction.
3. **Page 63 of Textbook** This will be used during the You Do (Partner Practice) portion of the instruction.
4. **Tally Tables and Frequency Tables Independent Assessment**

Name: _____ Date: _____

Using Tally Tables and Frequency Tables

12 students reported that football is their favorite sport.
 8 students reported that soccer is their favorite sport.
 6 students reported that baseball is their favorite sport.
 4 students reported that basketball is their favorite sport.

Show this information in a **TALLY table** below.

Show this information in a **FREQUENCY table** below.

How many more students' favorite sport is football than baseball?

How many students' favorite sport is either football or basketball?

How many more students' favorite sport is either football or soccer than baseball or basketball?

Name: _____ Date: _____


How comfortable do you feel solving problems like this?

I do not think I can solve questions like this on my own.

1 2 3 4 5 6 7 8 9 10

I fully understand how to solve questions like this, and I will get them all right on a test.

Name _____

Share and Show 

Use the Shoe Lengths table for 1–4.

1. The students in three third-grade classes recorded the lengths of their shoes to the nearest centimeter. The data are in the tally table. How many more shoes were 18 or 22 centimeters long combined than 20 centimeters long?

Length in Centimeters	Tally	
	Boys	Girls
18		
19		
20		
21		
22		

You can put the data in a table and compare the lengths of the shoes to solve the problem.

First, count the tally marks and put the data in a frequency table.

To find the number of shoes that were 18 or 22 centimeters long, add

$$6 + 4 + 9 + 7 = 26$$

To find the number of shoes that were 20 centimeters long, add $8 + 9 = 17$.

To find the difference between the shoes that were 18 or 22 centimeters long and the shoes that were 20 centimeters long, subtract the sums.


$$26 - 17 = 9$$

So, 9 more shoes were 18 or 22 centimeters long than 20 centimeters long.

Length in Centimeters	Number	
	Boys	Girls
18	6	4
19	5	4
20	8	9
21	7	5
22	9	7

2. How many fewer girls' shoes than boys' shoes were measured? 6 fewer shoes

3. The length of the least number of shoes was 19 centimeters long.

4.  What if the length of 5 more boys' shoes measured 21 centimeters? Describe how the table would look.

Possible answer: the total for 21 centimeters would be 17, which is the same as the total for 20 centimeters.

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Where else this is important.... edTPA!

5. Monitoring Student Learning

In response to the prompts below, refer to the assessments you will submit as part of the materials for Literacy Planning Task 1.

- a. Describe how your planned formal and informal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend **OR** compose text **AND** related skills **throughout** the learning segment.

[My planned informal and formal assessments will provide direct evidence that students can use the essential literacy strategy to comprehend and compose text due to the fact that it is having students read and comprehend a short story, and then fill-in a Venn diagram to organize the comparing and contrasting details about the two characters. The formal assessment is having students take everything they have been practicing from lessons 1 and 2, as well as the details they have organized and identified in lesson 2, to compose a compare and contrast essay. This will show me immediately any evidence that students are able to use the essential literacy strategy to compose text because they will have been able to compose the paragraph. If students are unable to compose the paragraph, that will show me that they have not use the essential literacy strategy and have failed to meet the goal and have failed to use the related skills they have learned. My formal assessment will show me evidence that students are using the related skills of being able to recall information, use a graphic organizer, read, and write. My informal assessments will show me direct evidence that students are able to use the related skills of reading, writing, comprehending text, and completing a graphic organizer.]



Domain 3- 3b- Using questioning & discussion

As you view the video pay attention to actions and behaviors that link to this component.

Danielson Rubric: Teacher Engages Students in Discussion

Video 1 of 16 [Next >](#)



Teacher Engages Students in Discussion - Example 1

[More about this video](#)

-  Teacher Engages Students in Discussion - Example 1
-  Teacher Engages Students in Discussion - Example 2
-  Teacher Engages Students in Discussion - Example 3
-  Teacher Engages Students in Discussion - Example 4

▼

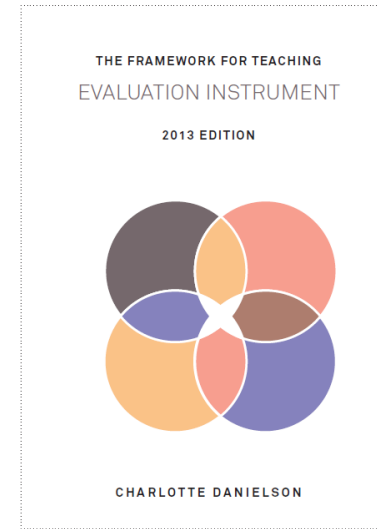
<https://www.engageny.org/content/danielson-rubric-teacher-engages-students-discussion>
(Example 1)

Turn & Talk

Use the indicators and description from your Danielson Handbook.

What indicators did you see?

Where would this teacher fall on the framework if you had to score it?



DOMAIN 3

Indicators include:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers or multiple approaches, even when there is a single correct response
- Effective use of student responses and ideas
- Discussion, with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give-and-take with the teacher and with their classmates
- High levels of student participation in discussion

Where else this is important.... edTPA

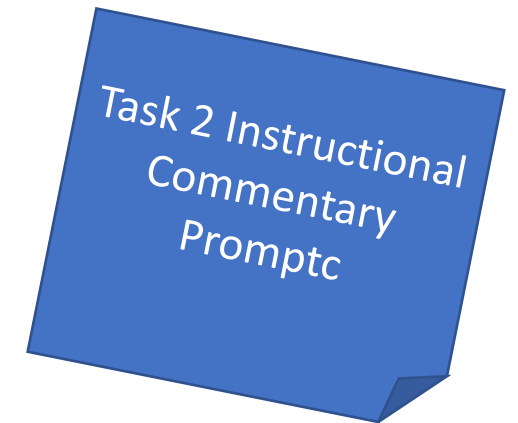
4. Deepening Student Learning during Instruction

Refer to examples from the video clips in your explanations.

- a. Explain how you **elicited and built on student responses** to promote thinking and apply the essential literacy strategy using related skills to comprehend **OR** compose text.

[There are many times throughout the clips that I elicited and build on student responses to promote thinking and apply the essential literacy strategy using related skills to compose text. The way in which this lesson was taught placed a high emphasis on class discourse. I

encourage the students to help each other to build a more well-rounded understanding of the content. At 0:10 in Clip 1 I elicit a response from a student about the reasons someone would want to go to Disney World. At 0:22 and 0:43 in clip one I bring two other students into a conversation and about strong reasons to support an example by asking these students to think of another persuasive reason. These reasons built on the response of the first student at 0:10, and promoted deeper thinking about how to apply the essential literacy strategy. The reasons are evidence that supports the students' opinion, which is the essential literacy strategy. I also promoted thinking at 7:51 when I said "What do you think would be a way to improve this if we were putting it in a travel brochure?" in response to a student beginning a reason with I.



Domain 3- 3c- Using assessment in instruction

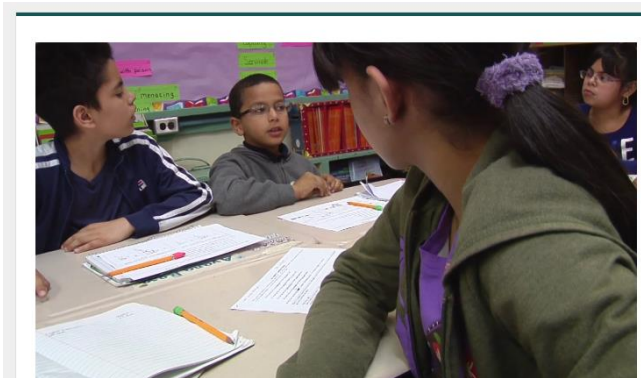
As you view the video pay attention to actions and behaviors that link to this component.

The screenshot displays a video player interface for the Danielson Rubric. The top section shows a video player for 'Video 10 of 16' with a 'Prev' button on the left and a 'Next' button on the right. Below the video player is a thumbnail for 'Teacher Provides Feedback to Students - Example 10' and a 'More about this video' link. To the right of the video player is a vertical list of three thumbnails labeled 'Teacher Provides Feedback to Students - Example 13', 'Teacher Provides Feedback to Students - Example 14', and 'Teacher Provides Feedback to Students - Example 15'. The bottom section shows a video player for 'Video 16 of 16' with a 'Prev' button on the left and a 'Next' button on the right. Below the video player is a thumbnail for 'Teacher Provides Feedback to Students - Example 16' and a 'More about this video' link. To the right of the video player is a vertical list of five thumbnails labeled 'Teacher Provides Feedback to Students - Example 13', 'Teacher Provides Feedback to Students - Example 14', 'Teacher Provides Feedback to Students - Example 15', and 'Teacher Provides Feedback to Students - Example 16'. The 'Teacher Provides Feedback to Students - Example 16' thumbnail is highlighted with a blue background. An upward-pointing arrow is located below the list of thumbnails.

<https://www.engageny.org/content/danielson-rubric-teacher-provides-feedback-students> (Example 10 & 16)

Domain 3- 3c- Using assessment in instruction

As you view the video pay attention to actions and behaviors that link to this component.



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 1

[More about this video](#)



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 1



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 2



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 3



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 4

<https://www.engageny.org/content/nysut-rubric-teacher-uses-formative-assessment-monitor-and-adjust-pacing> (Example 1 & 3)



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 3

[More about this video](#)



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 3



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 4



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 5



Teacher Uses Formative Assessment to Monitor and Adjust Pacing - Example 6

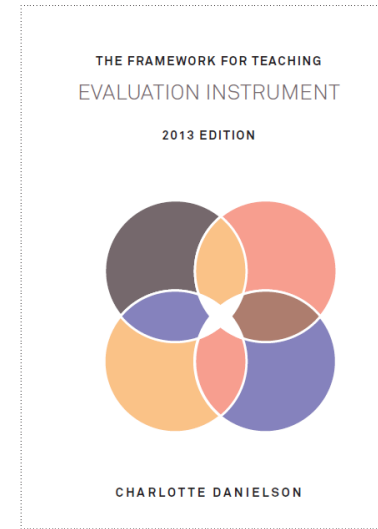


Turn & Talk

Use the indicators and description from your Danielson Handbook.

What indicators did you see?

Where would this teacher fall on the framework if you had to score it?



DOMAIN 3

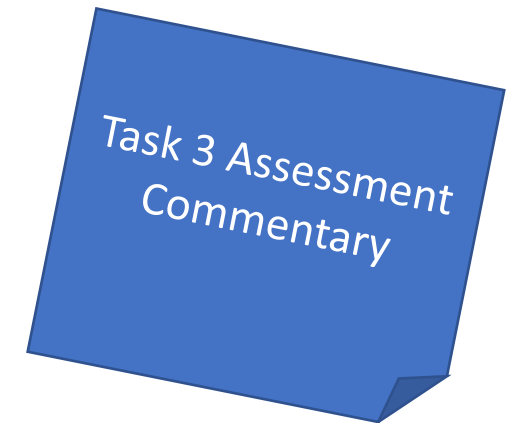
Indicators include:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

Where else this is important.... edTPA

- b. Explain how feedback provided to the 3 focus students addresses their individual strengths and needs relative to the learning objectives measured.

[Feedback provided to student 1 from my group of focus students addressed their individual strengths and needs relative to the learning objectives measured due to the fact that I pointed out the positive things the student had done that met the learning objective, but I also made note of where I felt they had struggled slightly. For example, when I found a detail the student had chosen from the story that I thought was expressed well, I noted, "Awesome Point!" next to it. The student had chosen a detail that could have been shortened or separated into two smaller details, but the student decided to keep it one whole detail, which I thought was a great judgement call. Not only that, but the student's ending sentence was silly, but appropriate. I gave the students the freedom and direction to write their own closing sentence, and I encouraged them to be creative. Student 1 ended the paragraph with the exclamation sentence, "I love dogs!" I commented after the sentence, "Love the ending * smiley face * Me too!" My overall comments to the student at the bottom of the page were, "Very funny ending! Great use of an exclamation sentence! You did a good job of picking out comparing and contrasting details from the short story." When the student receives the feedback, I wanted them to know that they had met the goal of composing a comparing and contrasting paragraph with the help from a



4. Using Assessment to Inform Instruction

- a. Based on your analysis of student learning presented in prompts 1b–c, describe next steps for instruction to impact student learning:
- For the whole class
 - For the 3 focus students and other individuals/groups with specific needs

Video analysis

For this exercise, we will watch two videos. We'll discuss what we observed and determine how we would score each teacher using Danielson Framework. Our focus will be on the two areas of Domain 3 we discussed:

- 3b- Questioning & discussion techniques
- 3d- Using assessment in instruction

We will share responses using a Google form. Please prompt up the following website for when we score each video:

<https://tinyurl.com/normingF19>

Getting ready

- Have a sheet of paper handy to write notes on what you see and hear
- Have your Danielson handbook for reference when we decide on a score
- Focus on evidence
 - Actions
 - Behaviors
 - Things said or observed

3rd grade math w/coins



Elementary Math Classroom Observation

<https://www.youtube.com/watch?v=jzq-kuyhiqs>

2nd grade math lesson on fractions



<https://www.youtube.com/watch?v=KRgIxKOWNis>



2nd grade LAL lesson

classroom observation part 1

<https://www.youtube.com/watch?v=tAz7TD02ytU>

Midterm Evaluations Snapshot

Midterm evaluation serves as a student teacher's overall performance to date including indicators of strengths and areas for focus moving ahead to final evaluations.

We took a moment to gather the data received. Consider the trends you notice among the scoring.....

Student	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e	4a	4b	4c	4d	4e	4f	Total	Divided by 22	Grade	# of 3s
16	3	3	3	3	3	3	3	3	2	3	3	2	3	3	3	3	3	3	3	3	3	3	64	2.91	A	20
4	3	3	2	3	3	3	3	3	3	3	3	3	2	3	2	3	3	3	3	3	3	3	63	2.86	A	19
22	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	N/A	3	3	3	3	63	3.00	A	21
38	3	2	3	2	3	3	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	63	2.86	A	19
2	3	2	3	2	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	3	2	3	62	2.82	A	18
10	3	3	2	2	3	2	3	3	3	3	3	3	2	3	3	3	3	3	3	3	3	3	62	2.82	A	18
18	3	3	3	3	3	2	3	2	3	3	3	3	3	3	2	2	3	3	3	3	3	3	62	2.82	A	18
13	3	2	3	2	3	3	3	3	3	3	3	3	2	3	2	3	2	3	3	3	3	3	61	2.77	A	17
1	3	2	2	3	3	2	3	3	3	3	3	3	3	3	2	3	3	3	N/A	3	3	3	59	2.81	A	17
3	2	3	2	3	2	2	3	3	3	2	3	2	2	3	2	3	3	3	3	3	3	3	58	2.64	A	14
11	2	3	3	2	3	3	2	3	3	2	3	2	2	3	3	3	3	3	2	3	2	3	58	2.64	A	14
31	3	2	2	2	3	3	3	3	3	3	3	3	2	2	3	2	3	2	2	3	3	3	58	2.64	A	14
28	2	3	2	2	3	3	3	3	3	2	3	3	2	3	3	3	3	3	2	2	2	2	57	2.59	A	13
8	3	2	2	3	3	2	3	3	3	3	3	3	3	3	2	3	3	N/A	N/A	3	3	3	56	2.80	A	16
15	3	3	2	2	2	2	2	3	2	2	2	2	3	3	2	3	3	3	3	3	3	3	56	2.55	A-	12
33	3	3	2	3	3	2	2	3	3	2	3	2	2	2	2	2	3	3	2	3	3	3	56	2.55	A-	12
35	3	2	2	3	3	2	3	2	2	2	3	2	3	3	2	2	3	3	2	3	3	3	56	2.55	A-	12
6	2	2	2	2	3	2	3	3	3	3	3	3	2	2	3	2	3	3	N/A	3	3	3	55	2.62	A-	13
20	2	3	2	2	2	2	3	2	3	2	3	2	2	2	2	3	3	3	2	3	3	3	54	2.45	A-	10

Student	1a	1b	1c	1d	1e	1f	2a	2b	2c	2d	2e	3a	3b	3c	3d	3e	4a	4b	4c	4d	4e	4f	Total	Divided by 22	Grade	# of 3s	
7	2	3	2	2	2	2	3	3	2	3	3	2	2	2	2	3	3	3	N/A	3	3	3	53	2.52	A-	11	
34	3	2	2	2	2	2	3	3	2	2	3	2	2	2	2	3	3	3	2	3	2	3	53	2.41	A-	9	
36	3	2	2	2	3	3	3	3	2	2	3	2	2	2	2	2	3	3	N/A	3	2	3	52	2.48	A-	10	
27	2	2	2	2	3	2	3	3	3	3	3	2	2	2	2	2	2	2	2	2	2	3	51	2.32	A-	7	
39	2	2	2	2	3	2	2	3	2	3	2	3	2	2	3	2	2	2	2	2	3	2	3	51	2.32	A-	7
24	2	2	2	2	2	2	3	3	2	3	3	3	2	2	2	3	2	2	N/A	3	3	2	50	2.38	A-	8	
25	2	2	2	2	2	2	3	3	2	3	3	2	2	2	2	2	3	2	2	2	2	3	50	2.27	A-	6	
12	2	2	2	2	2	2	3	3	3	2	3	3	2	2	2	2	3	N/A	N/A	3	3	3	49	2.45	A-	9	
21	2	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	2	3	3	2	3	3	49	2.23	A-	5	
29	2	2	2	3	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	3	2	3	48	2.18	A-	4
9	2	2	2	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	3	47	2.14	A-	3
26	2	2	2	3	2	2	2	2	2	2	2	2	2	3	2	2	2	2	2	N/A	2	3	3	46	2.19	A-	4
37	2	1	2	2	2	2	3	2	2	2	3	2	2	2	2	2	2	2	2	2	2	3	46	2.09	A-	3	
5	2	2	2	2	2	2	3	3	2	3	3	2	2	2	2	2	2	N/A	2	2	2	1	45	2.14	A-	4	
14	2	2	2	2	2	2	2	3	3	2	3	2	2	2	2	2	2	N/A	N/A	3	2	3	45	2.25	A-	5	
19	2	2	2	3	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	3	44	2.10	A-	2	
30	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	44	2.00	A-	0	
32	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	44	2.00	A-	0	
17	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	N/A	2	2	3	43	2.05	A-	1	
23	2	2	2	1	1	2	2	2	2	2	2	2	1	2	2	2	2	2	2	2	2	2	41	1.86	B+	0	

UNSATISFACTORY • LEVEL 1

The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion.

BASIC • LEVEL 2

The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.

PROFICIENT • LEVEL 3

While the teacher may use some low-level questions, he 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 stepping aside 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.

Remember
what the levels
mean

CRITICAL ATTRIBUTES

- Questions are rapid-fire and converge on a single correct answer.
- Questions do not invite student thinking.
- All discussion is between the teacher and students; students are not invited to speak directly to one another.
- The teacher does not ask students to explain their thinking.
- Only a few students dominate the discussion.

The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly.

- The teacher invites students to respond directly to one another's ideas, but few students respond.
- The teacher calls on many students, but only a small number actually participate in the discussion.
- The teacher asks students to explain their reasoning, but only some students attempt to do so.

- The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.
- The teacher makes effective use of wait time.
- Discussions enable students to talk to one another without ongoing mediation by teacher.
- The teacher calls on most students, even those who don't initially volunteer.
- Many students actively engage in the discussion.
- The teacher asks students to justify their reasoning, and most attempt to do so.

Reminder- Updated grading policy

See page 23 of
Student Teaching
Handbook

This is new based on findings from previous candidate performance and a review of NJDOE's teacher evaluation structure.

Final Grades

Final grades are determined using the following rating breakdown based on *Danielson Framework for Teaching* levels of performance. Each component is judged on a 1 to 3 scale (1-unsatisfactory/developing, 2-basic, and 3-proficient). Ratings for components of all domains are averaged to determine the final grade. This practice is modeled against state guidelines for performance expectations of novice teachers. (See <https://www.state.nj.us/education/AchieveNJ/resources/scoring.shtml> for details.) The following grading scale will be used for determination of the final grade for student teaching (EDUC 4990):

Grade	average rating
A:	2.6-3.0
A-:	2.5-2
B+:	1.9
B:	1.8
B-:	1.7
C:	1.6 or lower

A Range (A or A-) —Indicates that the teacher candidate has consistently met all expectations of the program, supervisor, and mentor teacher throughout the course of the semester as determined by the overall performance rating within all domains of the *Danielson Framework for Teaching*.

B Range (B, B+, or B-) —Indicates that the teacher candidate has generally, but with some inconsistencies, met the expectations of the program, supervisor, and mentor teacher during the semester as determined by the overall performance rating within all domains of the *Danielson Framework for Teaching*.

Grades below B- indicate that a student will not be recommended for certification. A supervisor with a teacher candidate performing below Basic levels must communicate with the School of Education prior to issuing a grade.

New grading breakdown based on average of ratings for all components of Danielson FfT

Our new policy follows our general practice of the growth model. It also recognizes that “inconsistencies” would be accounted for through ratings received. See examples below.....

<u>Grade</u>	<u>average rating</u>
A:	2.6-3.0
A-:	2.5-2
B+:	1.9
B:	1.8
B-:	1.7
C:	1.6 or lower

D1	D2	D3	D4
1a- 3	2a- 3	3a- 3	4a- 3
1b- 3	2b- 3	3b- 2	4b- 3
1c- 2	2c- 2	3c- 2	4c- 3
1d- 3	2d- 2	3d- 2	4d- 3
1e- 3	2e- 3	3e- 2	4e- 3
1f- 2			4f- 3
Average rating= 2.6... Grade of A			

D1	D2	D3	D4
1a- 2	2a- 2	3a- 2	4a- 2
1b- 2	2b- 2	3b- 2	4b- 2
1c- 2	2c- 2	3c- 1	4c- 2
1d- 2	2d- 1	3d- 2	4d- 2
1e- 2	2e- 2	3e- 1	4e- 2
1f- 2			4f- 1
Average rating= 1.8... Grade of B			

Considerations based on this new policy....

- Performance is judged **by all actions and behaviors** as part of student teaching.
- Performance is not just planning and teaching lessons.
- Performance is not just when you observe it.
- Performance is also things like:
 - Following student teaching guidelines and procedures
 - Seeking and integrating constructive feedback from you and the mentor
 - Being attentive, prepared, and ready when the day begins and sustaining until the day is done
 - Being timely and organized with all work, etc, etc.....
- ***Ratings given reflect all performance over the course of the semester.***

Domain 4 reminders- the use of “N/A”

Domain 4 relates to teachers’ responsibilities beyond instruction including reflective practices, disposition, and professionalism. Capturing this with student teachers is important but sometimes a challenge due to the nature of a temporary placement.

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 regulation

Areas that allow for an N/A rating....

- 4b- Maintaining accurate records
- 4c- Communicating with families
- 4d- Participating in a professional community

How can you gather evidence to avoid having to use N/A?

When is N/A necessary?

End of training reflection

- Consider a “take-away” from today’s session that will influence what you will do as part of your role as supervisor
- Consider additional supports or training we can provide to help support your role as a supervisor

