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# UNC CHARLOTTE

## Cato College of Education

**Teacher Education Institute**

**October 5, 2017**

***Updated October 6, 2017***

**Presented by**

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## Teacher Education Institute Agenda

Session	Time	Topic
Welcome	8:30 - 8:40	Welcome by Dean Ellen McIntyre
Setting the Stage	8:40-8:55	TEI overview by Laura Hart – Parking Lot
Coaching	8:55 - 9:20	What is a Coach and what does the Coach do?
Coach and the Candidate	9:20 - 9:45	Building trust with your candidate
Formal coaching cycle	9:45 – 11:45	What are you supposed to do in a formal coaching cycle?
Lunch	11:45 – 12:45	
Deep dive into in-the-moment coaching	12:45 - 2:15	In-the-moment coaching techniques
TEI logistics and questions	2:15 - 3:00	Moving forward with the TEI by Laura Hart and Joyce Frazier

## Moving Forward – Fall 2017

**Objective:** To practice using the coaching protocol. Not all candidates will be coached by all parties in fall.

		October 9 - December 1	
		Formal Coaching Practice	Debrief Meeting
University Supervisor and Faculty	Schedule at least 1 practice coaching session from assigned candidates as available - not all candidates may be coached in fall by US / Faculty	<p>Complete pre-conference, rubric, and post-conference forms using the Google docs provided. Nothing is recorded in Taskstream. Share copies with the candidate/all parties.</p>	<p>CE + US OR Faculty + candidate, following the US/Faculty coaching session*</p> <ul style="list-style-type: none"> <li>Review rubric results with participants</li> <li>Discuss goal setting with the candidate</li> <li>"Is the candidate making progress toward student teaching?"</li> </ul> <p><i>*Not all CEs will have a debrief meeting in the fall (only if US or Faculty coach YOUR candidate)</i></p>
Clinical Educator	Schedule at least 1 practice coaching session with assigned COED candidate. Try to schedule the CE session BEFORE the US/Faculty session.	<p>Complete pre-conference, rubric, and post-conference forms using the Google docs provided. Nothing is recorded in Taskstream. Share copies with the candidate/all parties.</p>	<p><i>*Not all CEs will have a debrief meeting in the fall (only if US or Faculty coach YOUR candidate)</i></p>

### Notes:

- Candidates are only attending their clinical placements one day per week ... this will make it difficult to schedule. **Please plan ahead.**
- An email will be sent on Friday October 6 explaining the "practice" sessions to the candidates, as an introduction to this work. However, be ready to answer questions. *A copy of that email will be sent to all CE, US, and Faculty participants.*
- Supervisors and Faculty should work together to determine which candidates they will practice the coaching protocol with, so as not to overwhelm candidates.
- Talking points when sharing information with candidates:
  - "We are exploring a new way of supporting candidates and improving our programs."
  - "This is not evaluative, you will not be penalized in any way." "Just another way of giving you feedback."

## Coaching Schedule At-a-Glance – Spring 2018

	Jan 15 – Feb 9		Feb 12 – Mar 9		Mar 12 – Apr 6		Apr 9 – May 1	
<b>University Supervisor</b>	<b>Evaluation using CLASS</b> Record CLASS rubric scores in Taskstream	<b>Debrief Meeting</b> CE + US + candidate <ul style="list-style-type: none"> <li>Assess candidate progress</li> <li>“What have you observed?”</li> <li>Share progress with candidate</li> <li>Set goals as needed</li> </ul>	<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book  Record coaching rubric ratings for US and CE in Taskstream	<b>Full Team Debrief Meeting</b> CE + US + <b>Faculty*</b> + candidate  *Faculty can attend either Meeting 2 or 3  Use Full Team Debrief Protocol for meeting when everyone is present	<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book  Record coaching rubric ratings for US and CE in Taskstream	<b>Full Team Debrief Meeting</b> CE + US + <b>Faculty*</b> + candidate  *Faculty can attend either Meeting 2 or 3  Use Full Team Debrief Protocol for meeting when everyone is present	<b>Evaluation using CLASS</b> Record CLASS rubric scores in Taskstream	<b>Debrief Meeting</b> CE + US + candidate (mirror Debrief #1)  US collects originals from The Book and submits them to research team.  Other forms for licensure will also be completed.
<b>Clinical Educator</b>	<b>Evaluation using OFF</b> OFF completed in The Book		<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book		<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book		<b>Evaluation using OFF</b> OFF completed in The Book	
<b>Faculty</b>			<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book  Record rubric ratings in Taskstream		<b>Formal Coaching</b> Complete pre-conference, rubric, and post-conference forms in The Book  Record rubric ratings in Taskstream			

## Types of Coaching Support

Type	Setting	Description	Example
<i>In-the-Moment</i>	Classroom Instruction	Coach gives real time direction during classroom instruction; ideally, goals of lesson are discussed prior to the lesson	Sideline Huddle Guiding question or statement Tag team
<i>Formal Coaching Cycle</i>	Classroom Instruction Pre- and post-conference	Substantial pre-conference in which candidate's lesson goals, instructional techniques and assessments are discussed; classroom observation and data collection by coach; substantial post-conference in which candidate and coach analyze data and discuss both future lesson and candidate's learning	Instructional coaching Content focused coaching Cognitive coaching Peer coaching
<i>Model Teaching</i>	Classroom Instruction	Coach teaches class while candidate observes; purpose for observation has been identified prior to observation	
<i>Co-teach</i>	Classroom Instruction	Coach and candidate participate fully in the same classroom; roles during the lesson should be determined prior to teaching	One teach-one support Team teaching Station teaching Alternative teaching Parallel teaching
<i>Observation and Feedback</i>	Classroom Instruction Pre- and post-meeting	Candidate teaches and Coach observes; upon completion, coach provides constructive feedback; purpose of observation should be identified prior to observation	Typical observation, sometimes with rubrics
<i>Co-assessing</i>	Meeting	Coach and candidate create assessments for lessons	
<i>Co-planning</i>	Meeting	Coach and candidate create lesson plans	
<i>Rehearsing</i>	Meeting	Candidate rehearses teaching the lesson with one or more teachers present playing the role of students	
<i>Data analysis</i>	Meeting	Coach and candidate analyze student data	
<i>Video Analysis</i>	Meeting	Coach and candidate analyze teaching video; can be a video of the coach, the candidate or other teachers	

## Pre-Conference

Participants \_\_\_\_\_ Date \_\_\_\_\_

Candidate 800# \_\_\_\_\_

Clarify Lesson Goals

Approach to Achieving Lesson Goals

Success Indicators (how will you know the goal has been achieved?)

Teaching Focus (pick *only one* Focus Practice below):

- Facilitating WC discussion    Eliciting SS thinking    Managing Small Group Work

Data Collection:

## Post-Conference

Participants \_\_\_\_\_ Date \_\_\_\_\_

Candidate 800# \_\_\_\_\_

Teacher Summary (Were lesson goals achieved? Evidence?)

Data Analysis of Teaching Focus [provide organized, but unanalyzed data to T]

Other Coaching Observations

New Learning and Applications

Commitment to Applications

<https://docs.google.com/document/d/1wSAr0RKf587NeMqYGbldkpNfGgxvqtxDI8bLyPKPMaQ/edit?usp=sharing> (copy of form)

## Pre-Conference (Guiding Questions)

Participants \_\_\_\_\_ Date \_\_\_\_\_

### Clarify Lesson Goals

- What are your content goals for the lesson? Other goals?
- What does it mean to understand [insert concept]?

### Approach to Achieving Lesson Goals

- What instructional activity will you use to help students understand goal X?
- How does this instructional activity help students understand goal X?
- How will you organize small group time so that all students participate?
- What are some different ways you think your students will engage in your task?
- If your students actually come up with all of these ways, how will you orchestrate your whole class discussion?
- How will you get students' work to be the center of the discussion?
- How will you get your students' thoughts out in the public discourse?
- What visual aids will be used/constructed to cement the goals that day?

### Success Indicators (how will you know the goal has been achieved?)

- How will you know when students understand the goal(s)?
- What evidence will you collect to determine the success of your lesson?
- What counts as success for your lesson?
- What type of formative assessment will you use?

### Teaching Focus (pick *only one* Focus Practice below):

Facilitating WC discussion    Eliciting SS thinking    Managing Small Groups

NOTE: Beginning teachers may not be aware enough of their practice to determine a good teaching focus.

- Which focus practice do you want to learn more about this coaching session?  
[If a teacher does not have a suggestion, make one based upon your observations]
- Why have you chosen that part of your practice?
- How do you want to see yourself grow?
- What question can we write that we can answer with the data I collect during your class?

### Data Collection:

- What data can I collect for you that will help us answer your teaching question?  
[newly coached teachers may not know, so you can suggest some things]



## Post-Conference (Guiding Questions)

Participants \_\_\_\_\_ Date \_\_\_\_\_

### Teacher Summary (Were lesson goals achieved? Evidence?)

- Is there anything you want to say before we start? First impressions?
- How were your students thinking today? Examples?
- Were all of your students able to engage in the task? Evidence? During small group? Whole class?
- Do you think your goal(s) were met? What is your evidence? What were students saying?
- Do you think all of the students met your goal(s)? Evidence?
- If you think your goals were met, what will you do tomorrow? Why?
- If you think your goals were NOT met, what was the reason (e.g., non-accessible task, poor launch, small group mismanaged, un-orchestrated whole class discussion)?

### Data Analysis of Teaching Focus [provide organized, but unanalyzed data to T]

- What does your data say about your XXXXX? [Help analyze if needed]; Let the teacher notice things first.
- Your data suggests XXXX, what do you think about that? Why did that happen?
- What changes can you make to your practice to improve the results for next time?

### Other Coaching Observations

- Other observations not related to the teaching focus that haven't already been discussed and are necessary
- Limit additional observations to 1-2 so as to not overload the candidate.

### New Learning and Applications

- What did we learn from the coaching session today? [coach can contribute if necessary]
- How will you apply what you learned for future classes? Be specific. [coach can contribute if necessary]

### Commitment to Applications

- When will you enact this (these) application(s)? Give a specific date and have candidate commit to that.

## Quick Guide to Formal Coaching Cycle

### *Pre-Conference—Classroom Visit—Post-Conference*

#### **Pre-Conference**

- Coach should review **The Book** prior to coaching session (plan for this)
- Lasts anywhere from 30-60 **minutes**
- Candidate and coach meet face to face in a **quiet space**
- Candidate should have a copy of the **lesson plan and activity**
- Complete the Pre-Conference Form with the candidate:
  - Ask candidate about **content goals** and **other goals** of the lesson (e.g., causes of World War II and/or establish norms for group work)
  - Ask candidate what **activity** is planned to help achieve the goals
  - Ask candidate to explain how the **formative assessment** will reveal students' understanding of the goals
- Pick ONE **focus practice(s)** to be the focus of the coaching cycle. If a *Focus Practice* is not selected during this collaborative process, the coach suggests one.

#### **NOTE:**

*TRY to AVOID scheduling a pre-conference the same day as a class observation because the candidate might want to change something after the pre-conference.*

#### **Classroom Session**

- Should last most of the **class period**
- Coach collects data on the selected *Focus Practice* rubric(s) AND makes **other** observations as appropriate

#### **Post-Conference**

- Lasts anywhere from 30-60 **minutes**
- Candidate and coach meeting in **quiet space**
- Coach should have a copy of the **data collected** (e.g., observation tool, other data/notes)
- Complete the Post-Conference Form with the candidate:
  - Ask candidate to share any **first thoughts**
  - Ask candidate if the **goals were met** and what **evidence** justifies that conclusion; copies of student work on **formative assessment** are good evidence to analyze
  - Show the candidate the *Focus Practice* rubric data and ask the candidate to describe what it shows; discuss **future strategies** or **directions**
  - If appropriate, show the candidate other **data** or discuss **other observations** that are important; discuss future strategies or directions
  - Set a **date for implementation** of new strategies
- Record **new learning** for candidate

*Conduct the post-conference within 24 hours of the classroom observation. Sometimes it is best to meet after the session and sometimes it is best to wait a day to let the candidate process the session. However, give yourself enough time between the observation and the post-conference to organize the data for analysis during the post-conference.*

<https://docs.google.com/document/d/1wSAr0RKf587NeMqYGbldkpNfGgxvqtxDI8bLyPKPMaQ/edit?usp=sharing>

## ***Recording / Sharing Feedback***

### Fall 2017 – data collection

- All participants are asked to print copies of the coaching documents from the TEI website (also sent to participants via email). Please keep copies of your coaching forms. Remember: Fall is about PRACTICING the Formal Coaching Protocol.

### Spring 2018 – data collection

- All ratings for all participants except for CLASS are recorded in *The Book*. *The Book* remains in the Classroom with the Candidate/Clinical Educator – no exceptions!!
- All documents (OFF, Coaching *Focus Practice* rubrics, other relevant licensure forms) have carbon copies in *The Book*. This allows everyone to complete the forms as appropriate, take the designated carbon copy, and see the most recent feedback provided to the candidate.

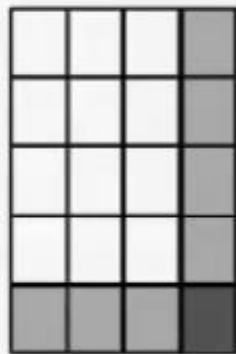
### Supervisors and Faculty – using Taskstream

- Supervisors and Faculty will be asked to record their coaching rubric ratings via Taskstream. You will receive additional information about this in early January.
- Supervisors will also record CLASS ratings in Taskstream.
- Supervisors will also record the CE coaching ratings in Taskstream.
- Dr. Frazier is exploring the possibility of securing a work study student to assist supervisors in data recording via Taskstream.

## Problem 3.2 Another Model for Multiplication

- A. 1.** For parts (a)–(d), use estimation to decide if the product is greater than or less than  $\frac{1}{2}$ .
- a.**  $\frac{1}{3} \times \frac{1}{2}$       **b.**  $\frac{2}{3} \times \frac{1}{2}$       **c.**  $\frac{1}{8} \times \frac{4}{5}$       **d.**  $\frac{5}{6} \times \frac{3}{4}$
- 2.** Solve parts (a)–(d) above. Use the brownie-pan model or the number-line model.
- 3.** What patterns do you see in your work for parts (a)–(d)?
- 4.** For part (b) above, do each of the following.
- Write a word problem where it makes sense to use the brownie-pan model to solve the problem.
  - Write a word problem where it makes sense to use the number-line model to solve the problem.

Ms. Jameson has  $\frac{1}{4}$  of a cake and she sells  $\frac{1}{5}$ . How much of the cake does she have left?



$\frac{4}{20}$

### Video ONE

- Scobey: [As Ms. Williams is walking in to join the conference]...I was just telling her how much I enjoyed this. It's getting a bit wild, but...
- Stephan: She's gotta reign that in, she was saying...
- Scobey: I gotta kind of reign that in. But as far as the student questions and their involvement, I was VERY pleased with that, you know?
- Williams: It looked like they were having a lot of fun.
- Scobey: Yes, they were and engaged...you know.
- Williams: Appropriate fun.
- Scobey: Appropriate fun. It kind of got a little...Stephanie is just...
- Stephan: She's a spitfire.
- Williams: Which one, the girl sitting right here [points].
- Scobey: Yes. She is a spitfire, but she's smart. But it's, let me see [grabs students' papers that have their word problems written on them]. I said, in all of the classes, it was interesting. Where's the one. Oh, this one. Oh, this was in second period. The question was, I was finding  $\frac{2}{3}$  of a  $\frac{1}{2}$ , and here's the question: *A girl scout sold  $\frac{1}{2}$  thin mints to Tyler then sold  $\frac{2}{3}$  caramel delights to Ms. Scobey. How many did she sell? The answer is, Tyler bought a third.* Well then a student immediately said, "Well that's two separate problems." You know, you've got  $\frac{1}{2}$  of the thin mints, then you've got  $\frac{2}{3}$  of the...so it's like...
- Stephan: So, it's an addition problem actually. That's what he means is that they're separate quantities...
- Scobey: But they're starting to see this.
- Stephan: Good.
- Scobey: This Phyllis is just like, you know you asked me yesterday had we ever done this and I thought, well not really.
- Stephan: What is it about the task today that you think got you to this engagement? Because if you can figure that out, then you can re-create that.
- Scobey: Well, I would hope to capitalize on this kind of excitement because to me, this is really getting into the inquiry. And I may be just in the threshold of it but I can...maybe, I think be able to create their own problem. I think that was, they had ownership of the problem. They had to defend their answer or they had to defend why they did not pick the other answer. You know, they had to justify their choices. And I think they like to do that.
- Stephan: What is that got the people asking questions? Where you didn't have to so much?

Scobey: Well, I think they saw her prob...you know, where there was a discrepancy between what the answer should have been and what she had. And she is the sweetest little girl...

Stephan: What caused them to see that?

Scobey: What caused them to see it? I think what caused them, first of all, was her question. She said, "What was, what was left or something?" Yet the visual model showed the overlapping part was the  $1/20$ .

Stephan: Uh-huh!

Scobey: So there was a disjointed...it was showing one thing, she was asking something else. She was not asking what the problem was asking. What the number sentence was asking. And they saw that! And I thought Aubria did a great job expressing to her, you know, in a very nice way, the inconsistency in the problem.

Stephan: And the little guy back here...

Scobey: Matthew.

Stephan: Matthew. He was sharp today. He said, "It all depends on the question you ask." Who was it that said, "The question she asked? She's got the right answer for the question she asked but that's not the question YOU asked!" I forget who said that but that's...what you could do is capitalize on that. Cement that, I'm gonna call that cementing. Cement that somewhere in writing.

Scobey: But to see that they caught on to that.

Stephan: They didn't. A couple people did.

Scobey: A couple...well.

Stephan: That's why I'm saying cement it. Capitalize on it. Say, hey, did you hear what he just said? What's he talking about? Because that's the crux of the big idea today wasn't it? The big idea was representing...

Scobey: To understand.

Stephan: Go ahead.

Scobey: To understand the answer, what the answer represented, what it was and what it was not...

Stephan: ...that it was part of a part...

Scobey: ...and what it was NOT.

Stephan: ...which was leftover. Do you think that got cemented today for kids?

Scobey: Not. No...

Stephan: That would be your next step in your teaching is to figure out how to capitalize on all of this good chaos and all these contributions and get that big idea front and center. Capitalize and cement it.

Scobey: Yeah, because I mean, some of them have it.

## Video TWO

Stephan: Where would you go tomorrow off of this?

Scobey: Where will I go tomorrow? I'm taking the day off.

Stephan: Let's all do that! Let's play hooky tomorrow.

Scobey: Well, we have some more problems in that investigation. And in the following one, more problems...

Stephan: Time out! After today, thinking about what happened today, don't constrain yourself to the book. Let's really do, let's do teaching inquiry here. If you didn't follow the book, describe what you saw today, and what happened today, where would you think about going tomorrow?

Scobey: OK, if I'm not worried about frameworks?

Stephan: Uh-huh.

Scobey: I think what I would do is I would look at problems like the one Sarah had. You're talking about her misconceptions of, of...

Stephan: ...of leftover versus part of a part...

Scobey: ...of leftover versus part of a part. And see, in my heart of hearts, I really want them to know what the thing they're finding, you know, part of, I want that in the right order but maybe I don't need to worry about that so much. Maybe that's just me.

Stephan: I think the bigger animal is part of a part versus leftover. Understanding that this is a multiplicative situation and this is an additive situation. That to me might be a bigger...I think yours is a big deal but that might be a smaller big deal than the other one.

Scobey: Yeah, we may be, god I don't know [fans herself with student papers]. But, I mean, this is exciting to do and to work through and I can just see getting picking a thread though and just worming your way through stuff. That's where I kind of, I don't know which way to go. Do I take more time and explore this or go on? So, and that's what I struggle with.

Williams: Uh, hello [raises her hand]. I feel you.

Stephan: When they're, what would a full, maybe this is a way to answer your question. Ask yourself, what is the crux of multiplying fractions? What do they really need know to be able to be able to understand multiplying fractions? Is it necessarily the algorithm? Certainly an algorithm is part of it. So, we want them to have an algorithm by the end of it.

Scobey: Yes. Yes.

Stephan: What else is important? We've named some things today.

Scobey: Well, I want them to understand that they're finding a part, I mean, what it means is that it's part of a part.

**Video THREE**

- Stephan: So, I don't know if that helps you answer your question. Do I, can I leave this and hope it gets picked up later, or do you stay on it because it doesn't get picked up later? That's something you have to decide because you know this curriculum better.
- Scobey: Yeah.
- Stephan: Do you have a feel for that?
- Williams: Tell me because I haven't gotten there yet. Figure it out.
- Scobey: Well, I think it's a judgment call if, do I think, I mean I think I could spend another day really working on part of a part. Here I am, three days into a two [day lesson]. And then it's justifying it. I may, I don't know, I have to think, if I can really afford to take another day or not. That's...that's just where...
- Stephan: Or can you afford not to?
- Scobey: [laughter] I know where she's leaning.
- Stephan: You don't know where I'm leaning.
- Scobey: Yes, I do...
- Stephan: It's my job to present the other side.
- Scobey: I know, you little devil's advocate you.
- Stephan: What helps you make that decision about whether you can afford it or not?
- Scobey: Wow! That's hard. I think I have to at the end of the day, I have to look at was there more confusion over this or not. You know, when I look at all the classes. You know, if I think there was more confusion over doing the word problems and seeing the models, then I could say yes.
- Stephan: What data will you use to make that decision?
- Scobey: I don't know because you're taking them [Stephan is taking the students' papers home].
- Stephan: I'll run it off and leave it here, before you leave at the end of the day.
- Scobey: Looking at the word problems and cause all the classes run together.
- Stephan: Actually why don't I do this. Is this 4<sup>th</sup> period? Just let me take 4<sup>th</sup> period. I'll still run it off and leave it in your mailbox, but just in case. Let me just take those. That's all I really need anyway because that's from the class that we have data on. So, you'll use that data to help you make your decision?
- Scobey: I think I will. And just get a feel for, did most of them, do they get it or do they not.



## In the Moment Coaching Types

**Sideline:** Use hand gestures or provide written feedback (whiteboard, iPad, coaching cards, etc.) for the candidate to see and immediately respond to throughout instruction or behavior management

**Huddle:** When students are working in groups or independently, pull candidate to side and whisper brief feedback and/or game-plan next moves

**Guiding question or statement:** Coach addresses a short question or statement to the candidate to help guide them

**Tag Team:** Candidate stops during instruction and asks the coach to “tag in” for the moment.

## In the Moment Coaching Must-Read

- Establish clear communication and a common understanding of why in-the-moment is being used and what it will look and sound like. When this doesn't happen, candidates are often left feeling uncomfortable and unsure of themselves
- Think about why some in-the-moment techniques might be more invasive than others
- Best when a pre-conference is held (can be short)
- Coach and candidate work out “interruption” signals (e.g., hand gesture, tap on the shoulder)
- A short meeting afterwards is important in order to help the candidate know why the interruption(s) occurred.

## In-the-moment Coaching Video View

The teachers in these videos are learning effective teaching practices. As such, use non-judgmental statements to describe the coaching process.

Sideline	What did you see?
Video Clip ELA Small Group Clip 24	
Video One Math; Whole Class Clip 7	

Huddle	What did you see?
Video Clip Math; Video 14 Whole Class	
Video Clip Social Studies Whole Class Clip 8	

Guiding Question and Tag Team	What did you see?
Video Clip Math Whole Class Clip 26	
Video One Social Studies; Whole Class Discussion Clip 6	
Video Clip Math Individual and Whole Class Video 31	

## Focus Practice: Facilitating Whole Class Discussion Rubric

Candidate name: 800#:	Coach name:			Date:
	Mark X in the appropriate box			
Look For:	Observed with uneven success	Observed and successful	Not Observed*	Notes:
Teacher articulates a clear learning objective for the discussion				
Teacher sets expectations and establishes norms for participation (e.g., students expected to explain, clarify thinking, ask questions)				
Teacher models respectful interactions to create a safe and respectful environment				
Teacher provides a variety of opportunities and strategies for students to share ideas and engage in discussions (e.g., asks SS to explain, turn and talk, etc.)				
Teacher presses students to make connections to other students' contributions.				
Teacher asks open ended, high-level questions				
Teacher asks students to further clarify or explain their thinking to probe for misconceptions				
Teacher synthesizes and distills key points for take away (e.g., restates, summarizes, notates on the board)				
Students interact respectfully				
Students are actively engaged in discussion (listening, taking notes, participating)				
Students connect to and build on other students' responses				
Students use academic language and vocabulary				

*\*Not observed – 1) not observed during the lesson; or 2) not applicable for this lesson.*

## Focus Practice: Managing Small Group Work Rubric

Candidate name: 800#:	Coach name:			Date:
Mark X in the appropriate box				
Look For:	Observed with uneven success	Observed and successful	Not Observed*	Notes:
Teacher chooses tasks that necessitate collaboration				
Teacher creates structures for both individual and collective learning				
Teacher chooses tasks that require high cognitive demand, not just memorization of facts and/or procedures.				
Teacher gives clear instructions that communicate expectations for a group product or performance				
Teacher asks probing questions of individuals or groups in order to elicit student thinking				
Teacher circulates to each small group in order to offer support or monitor progress				
Teacher provides clear student roles or responsibilities for the group task				
Students listen to each other and build on each other's work in small groups				
Students use content-specific language in writing, speaking, or performing the group task				
All students contribute to a group product or performance				
Groups display, perform or comment on the product for the teacher or other students				

**\*Not observed – 1) not observed during the lesson; or 2) not applicable for this lesson.**

## Focus Practice: Eliciting Student Thinking Rubric

Candidate name: 800#:	Coach name:			Date:
	Mark X in the appropriate box			
Look For:	Observed with uneven success	Observed and successful	Not Observed*	Notes:
Teacher chooses tasks that require students to share or justify their thinking				
Teacher asks student to explain her thinking.				
Teacher gives students time to think and speak				
Teacher poses follow-up questions to clarify, probe, or extend thinking based on student responses				
Teacher presses students to use academic language and vocabulary				
Teacher treats mistakes or misconceptions as opportunities to learn				
Teacher provides multiple opportunities, modalities (oral, written, etc.), and formats (whole group, small group, one-on-one) to share thinking				
Students interact respectfully with teacher and other students				
Students explain and justify their answers				
Students pose questions and talk with other students to further elicit thinking from each other				

***\*Not observed – 1) not observed during the lesson; or 2) not applicable for this lesson.***

## Full Team Debrief Meetings for Clinical Educators, Supervisors, and Faculty For 2<sup>nd</sup> and 3<sup>rd</sup> observation periods

### Objectives:

- The Clinical Educator, University Supervisor, and Faculty Member will develop a common understanding of the candidate's recent progress and areas for growth.
- The Candidate will understand her/his progress and set goals for the next observation cycle.
- **Complete the Full Team Debrief Documentation Form as part of this process.**

### Scheduling:

This debrief should be organized by the University Supervisor. The faculty member will need to complete an observation of the candidate prior to attending this meeting.

### Reminders:

- Consult *The Book* in the classroom for the most recent observation notes about the candidate.
- Clinical Educators get to see the candidate every day - their proximity to the candidate and support is critical to the candidate's growth. University Supervisors and Faculty Members bring "fresh eyes" to the classroom and the candidate's practice, and help the College/program understand how well the university coursework and methods courses have prepared the candidate for the classroom.

### Sample Agenda

#### Part I. Clinical Educator (CE), University Supervisor (US), and Faculty Member (FM) (30 min). Complete the Full Team Debrief Documentation Form as part of this process.

- The Clinical Educator should update the University Supervisor and the Faculty Member on the candidate's recent progress. (5 min)
- Planning for the discussion with the candidate (25 min)
  - The CE, US, and FM should review their notes from their recent observations of the candidate.
  - Pick ONE focus practice for this conversation with the candidate
    1. Facilitating Whole Class Discussion
    2. Managing Small Group Work
    3. Eliciting Student Thinking
  - Each observer should share with the group 2-3 observations they have noticed related to the candidate's progress in the focus area.
  - The group should use these observations to generate 2-3 patterns they've noticed in the candidate's practice related to the focus area. Identify one person to share the group's patterns with the candidate.
    - *Limiting the number of patterns shared will help the candidate focus their attention on particular aspects of their practice.*
    - *The forthcoming conversation with the candidate should be grounded in one of the focus practices above, unless there is a shared concern among the observers about the candidate's professional behavior or other factor that currently prevents the candidate from making*

*progress on one of the focus practices above. If that is the case, select 1-2 observations/pieces of evidence to share with the candidate related to this area of shared concern.*

## **Part II. Teacher Candidate Joins the Conversation (25 min)**

- What were some patterns in our observations related to one of the focus practices above? (5 min)
- Given those patterns, what evidence do we have about how the candidate's teaching practice is impacting student learning? (5 min)
- What are some suggested activities/practice/work for the candidate, related to the focus practices, that would continue to push student learning in this classroom? (10 min)

## **Wrap –Up**

- Develop one goal for the candidate's teaching practice between now and the next observation. (5 min)

The candidate should be able to answer the question:

*"The next time you observe me, I'd like to be able to do \_\_\_\_\_"*

- Once the Documentation Form is completed, each Team member should feel free to take a copy. The original copy should remain in The Book.

**Documentation – Full Debrief Meeting, TEI Team**

Date of Meeting: \_\_\_\_\_

Candidate name: \_\_\_\_\_

Candidate 800#: \_\_\_\_\_

Team members: (list names of US, CE, and FM – all team members should be present):

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**Directions:** Complete this form as part of the Full Team Debriefing Meeting, to occur during the 2<sup>nd</sup> or 3<sup>rd</sup> observation cycle. Select one team member to complete this form in The Book for documentation (each team member should take a designated copy).

Before the Candidate is Present:

1. After each team member has shared their observations, which focus practice was selected to be discussed with the candidate? (Select ONE area for focus.)
  - Facilitating Whole Class Discussion
  - Managing Small Group Work
  - Eliciting Student Thinking
2. Using the team’s notes and observations, describe 2-3 general patterns the team has noticed in the candidate’s practice related to the focus area. Identify one person to share the group’s patterns with the candidate.

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With the Candidate Present:

3. Given these patterns, what evidence do we have about how the candidate’s teaching practice is impacting student learning?

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4. What are some suggested activities/practice/work for the candidate, related to the focus practices, which would continue to push student learning in this classroom?

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5. Develop **one goal** for the candidate’s teaching practice between now and the next observation, related to the focus practice: The candidate should be able to answer the question:

*“The next time you observe me, I’d like to be able to ...”.*

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Thank you for sharing your observations and feedback. The signatures below indicate the Team’s support for this goal and the candidate’s development as a teacher.

Candidate Signature \_\_\_\_\_

Clinical Educator Signature \_\_\_\_\_

University Supervisor Signature \_\_\_\_\_

Faculty Member Signature \_\_\_\_\_

(copy of form)

<https://docs.google.com/document/d/1wSAr0RKf587NeMqYGbldkpNfGgxvqtxDI8bLyPKPMaQ/edit?usp=sharing>

**DRAFT** -- UNC Charlotte -- **DRAFT**  
**OBSERVATION FEEDBACK FORM**

This assessment is intended to provide specific feedback to candidates regarding instructional practices. Please list specific strengths that were observed in the lesson as well as suggestions for improvement for areas that need concentrated effort. This should include three to four of the most important areas for focus before the next observation.

Student: \_\_\_\_\_

Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Total Absences: \_\_\_\_\_ Total Tardies: \_\_\_\_\_

Lesson Taught: \_\_\_\_\_

STRENGTHS

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SUGGESTIONS FOR IMPROVEMENT

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COMMENTS AND REMINDERS

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ST: \_\_\_\_\_ CE: \_\_\_\_\_ US: \_\_\_\_\_

Candidate \_\_\_\_\_

Semester \_\_\_\_\_

Observation Feedback Form Page 2- **DRAFT**

<b>Element</b>	<b>Does not Meet Expectation</b>	<b>Progressing Toward Expectation</b>	<b>Meets Expectation</b>	<b>Exceeds Expectation</b>	<b>Comments</b>
Embraces diversity in the school community and the world	<b>TBD</b>				
Teaches lessons that encourage students to integrate 21 <sup>st</sup> century skills					
Uses a variety of formal and informal assessment strategies					
Develops lesson plans that are aligned with state and district curriculum					
Monitors and adjusts lesson plans to meet students' needs					
Integrates technology with instruction					
Collaborates and plans with other professionals					
Assumes and maintains high ethical standards					
Self-evaluates teaching and the professional role					
Engages in professional learning					
Communicates with families					
Completes student teaching internship responsibilities					

Conference Date \_\_\_\_\_

Candidate \_\_\_\_\_

Clinical Educator \_\_\_\_\_ University Supervisor \_\_\_\_\_

Date of Next Observation \_\_\_\_\_