**Appendix A**

**Baseline Data Coding Scheme for University Supervisor Feedback**

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| **Code** | **Subcodes w/ Description of Codes** | **Examples of Code** |
| **Developmental Stage of TC** | **Quarter One: Q1**  **Quarter Two: Q2**  **Quarter Three: Q3** |  |
| **Subject Matter of Lesson** | **English Language Arts (ELA)**  **Mathematics**  **Social Sciences/History**  **Science (Chemistry, Physics, Biology)**  **Arts**  **Physical Education** |  |
| **Focus of Feedback: Alignment with Prioritized Skills** | * **Planning and preparation** * **Demonstrating knowledge of students** (e.g., approaches to learning, special needs, interests, cultural identity) * **Setting instructional outcomes** (e.g., level of expectations, articulation of expectations [i.e., clearly communicated], flexibility of outcomes) * **Designing coherent instruction** (e.g., alignment with outcomes, pacing, UDL, appropriate for students) * **Designing student assessments** (e.g., alignment with outcomes, criteria, formative assessments) * **Supporting EBs** (e.g., ELD standards, EB scaffolding/support)     **Classroom Environment**   * **Respect & rapport** (e.g., friendly, respectful, appropriate response to misbehavior) * **Managing classroom procedures** (e.g., efficient routines/procedures, management of groups) * **Managing student behavior** (e.g., standards of conduct, response to misbehavior)     **Instruction**   * **Communicating with students** (e.g., articulation of outcomes, clarity of directions, scaffolding, multiple means of representation, academic language) * **Using questioning and discussion techniques** (e.g., level of questions posed, justification of thinking) * **Engaging students in learning** (e.g., alignment with outcomes, level of challenge, scaffolds/supports, grouping, structure, pacing, multiple means of engagement) * **Using assessment in instruction** (e.g., criteria, group work, feedback on student work, multiple means of expression) * **Supporting EBs** (e.g., EBs use AL, connections to home language, culture, or prior knowledge)     **Professional Responsibilities & Reflection**   * **Reflecting on teaching** * **Professionalism** (e.g., attire, interactions with students, confidence) | * **Planning and preparation** (you were well prepared; you clearly knew the material) * **Demonstrating knowledge of students** (When planning your lesson, you implemented instructional strategies that would support all learners) * **Setting instructional outcomes** (Be careful of the wording of your learning outcome on your lesson plan. How might you make it more student-friendly?) * **Designing coherent instruction** (I noticed that your learning outcome did not align with your instructional activities) * **Designing student assessments** (In your lesson plan, the rubric you provide for assessing students’ contributions to class discussion will help students to understand your expectations) * **Supporting EBs** (Don’t forget to include an ELD standard on your lesson plan) * **Classroom Environment (**excellent creation of a warm classroom environment) * **Respect & rapport** (Smart idea to greet students at the door as they enter the classroom) * **Managing classroom procedures** (Little instructional time was wasted when distributing activity materials; using signals to get attention of class; managing supplies efficiently) * **Managing student behavior** (You reminded students to raise their hands before contributing to discussion) * **Instruction** (nice job with the teaching) * **Communicating with students** (At the beginning of the period, you read the learning outcome and reviewed the agenda) * **Using questioning and discussion techniques** (You asked 15 recall questions and only 1 higher-level thinking question) * **Engaging students in learning** (The pacing of the lesson seemed appropriate in maintaining student attention) * **Using assessment in instruction** (Great use of checks for understanding throughout the lesson to see how students were progressing in the lesson) * **Supporting EBs** (nice emphasis of academic vocabulary for English Learners)   **Professional Responsibilities & Reflection**   * **Reflecting on teaching** (In our post-observation conference, you articulated the need for greater challenge in the lesson) * **Professionalism** (confident teaching presence, confident interactions with students) |
| **Focus of Feedback: In addition to Prioritized Skills** | * **Content-specific feedback** (feedback focuses on content knowledge of the subject matter) * **Use/Integration of technology** (feedback focuses on efforts to incorporate technology into instruction) * **Project based learning (PBL)** (feedback focuses on efforts to implement project-based learning) * **Co-teaching (CoT)** (feedback focuses on collaborative efforts between CT and TC) * **Integrated Lesson (Literacy/Content Area; Math/Content Area)** (feedback focuses on efforts to integrate literacy and/or math with other content area subjects) | * **Content-specific feedback** (Be careful about how you define simile for your current definition may confuse students when learning about metaphor) * **Use/Integration of technology** (Seamless integration of Chromebooks throughout the lesson) * **Project based learning (PBL)** (Great use of an entry event when rolling out the project) * **Co-teaching (CoT)** (Seamless transitions when team teaching with your co-teacher) * **Integrated Lesson** (Content and Language/Literacy objectives embedded in instruction) |
| **Support for Feedback** | * **Opinion-based and/or vague** (no evidence provided-only evaluative or opinions provided; feedback is grounded in opinion and impressions and may include interpretive and/or subjective feedback and/or motivational statements; general feedback that is not specific to the particular lesson observed; feedback is “rubber-stamped” and could be used from one observation to the next) * **Evidence-based and/or specific** (feedback is grounded in a record of what was observed; objective/free of bias or opinion; this type of feedback might include direct quotes, detailed description of teacher and student actions and behaviors; quantifiable) | * **Opinion-based** (Checking for understanding was ineffective; Great job!) * **Evidence-based** (Five students raised their hands when responding to the question of “What caused the feud”) |
| **Positioning** | * **Evaluator/Judge** (focus of feedback is on what was done right and/or wrong; often is grounded in opinion-based feedback) * **Calibrating** (feedback aligns with a prioritized skill and is more of a narrative/recall of what occurred in the observation connected to this prioritized skill [*there might be some evaluative language included but the emphasis is on the narrating evidence for what the TC did*) * **Consulting** (feedback proposes goals and steps for improvement; grounded in suggestions * **Collaborative Coaching** (feedback is grounded in building TC capacity for self-coaching and self-reflection) | * **Evaluator/Judge** (Didn’t do the hand signal correctly; excellent management [*with no supporting evidence*] * **Calibrating** (Lesson began with teacher modeling) * **Consulting** (you could do...you might consider...; I’d suggest beginning with a mentor text) * **Collaborative Coaching** (Do you think all of the children were able to hear the directions? What other ways could you have represented the information to the students?) |
| **Emphasis of Feedback** | * **Praise** (feedback describes what went well/what effective practices were implemented) * **Area of Growth** (feedback identifies an area of growth) | * **Praise** (positive evaluative adjectives to describe practices) * **Area of Growth** (negative evaluative adjectives to describe practices or lack thereof; phrased as suggestions to improve practice) |

**Appendix B**

**MSTEP Teacher Candidate Observation Tool**

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| **Teacher Candidate:** | **Date: CPI CPII CPIII** |
| **Cooperating Teacher:** | **University Supervisor:** |
| **School:** | **Grade Level:** |
| **Lesson Topic:** | **Observation #:** |

**1** = Did not Demonstrate / **2** = Partially Demonstrated / **3** = Demonstrated /**4** = Demonstrated with Distinction

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| **A. Planning and Preparation** | **Rating** | **Notes** |
| **Demonstrating Knowledge of Students -** Plan includes Universal Design for Learning (UDL) and matches current needs of all learners (e.g., students with special needs, English learners, etc.) *TPE 1, UDL* | **1 2 3 4** |  |
| **Setting Instructional Outcomes-** Lesson objective(s) specific, measurable, clear; appropriate rigor and flexibility for inclusivity of all students *TPE 3, 4, UDL* | **1 2 3 4** |
| **Designing Coherent Instruction-** Learning activities match objectives; Appropriate challenge, pacing and grouping; Developmentally and conceptually appropriate subject specific pedagogy; Evidence of Universal Design for Learning *TPE 1, 3, 4, UDL* | **1 2 3 4** |
| **Designing Student Assessments-** Well-developed strategy for using formative assessment; Assessments match objective(s) *TPE 5* | **1 2 3 4** |
| **Supporting Emergent Bilinguals-** Lesson includes appropriate ELD standard(s) aligned with curriculum standards/lesson objectives; Scaffolds to support academic language and content knowledge are present *TPE 1* | **1 2 3 4**  **N/A** |
| **B. Classroom Environment** | **Rating** | **Notes** |
| **Creating an Environment of Respect and Rapport-** Interactions between the teacher candidate and students, and among students, are uniformly respectful; Misbehavior and disrespect consistently addressed *TPE 2* | **1 2 3 4** |  |
| **Managing Classroom Procedures-** Routines implemented smoothly and consistently; Little or no loss of instructional time *TPE 2* | **1 2 3 4** |
| **Managing Student Behavior-** Standards of conduct are established for the class and implemented successfully and consistently *TPE 2* | **1 2 3 4** |
| **C. Instruction** | **Rating** | **Notes** |
| **Communicating With Students-** Candidate communicated clear expectations for learning, directions/procedures, and accurately represented content; Information represented through multiple means; Appropriate teacher modeling; Content accurate including use of academic language *TPE 1, 3, UDL* | **1 2 3 4** |  |
| **Using Questioning and Discussion Techniques-** Variety of questions promote student thinking; Most students engaged/involved in discussions *TPE 5* | **1 2 3 4** |
| **Engaging Students in Learning-** Students engaged, guided and supported through multiple means; Activities align with objectives; Appropriate challenge, grouping and pacing to meet needs and abilities of students; Lesson has clear structure (anticipatory set, closure) *TPE 1, UDL* | **1 2 3 4** |
| **Using Assessment in Instruction-** Candidate monitors student learning, assesses objective(s) and provides timely and appropriate feedback including reinforcement; Students provided with multiple means of action and/or expression *TPE 5, UDL* | **1 2 3 4** |
| **Supporting Emergent Bilinguals-** ELs/EBs actively participate; Opportunities provided for language production and content engagement; Tasks draw on home language/culture/prior knowledge *TPE 1* | **1 2 3 4**  **N/A** |
| **D. Professional Responsibilities - Reflection** | **Rating** | **Notes** |
| **Reflecting on Teaching-** Candidate accurately assesses the effectiveness of lesson; Identifies specific ways lesson might be improved *TPE 6* | **1 2 3 4** |  |
| **Professionalism-** Candidate demonstrated professionalism - dress, punctuality, confidence, responsive to feedback, etc. *TPE 6* | **1 2 3 4** |
| **Evidence:** | | | |
| **2 – 3 Strengths of this lesson include:** | | | |
| **2 – 3 Suggestions for improvement include:** | | | |