**POP Cycle**

**for**

**Evaluators**

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**POP Cycle Guide for Evaluators**

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| **Evaluator:** |  |
| **Resident:** |  |
| **Placement:** |  |
| **Performance Assessment #** |  |

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**Steps of the POP Cycle**

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| **Step #** | **Requirements** |
| **1. Identify Dates and Times** | * Communicate directly with your Resident and their Mentor Teacher to schedule the three (3) portions of the Performance Assessment  1. **P**re-conference, 2. **O**bserved lesson delivery, & 3. **P**ost conference: A.K.A. ‘POP   Cycle’). |
| **2. Plan & Prepare** | * Prepare to ‘meet’ with your candidate to discuss their preparation for the observed lesson via face-to-face or using a form of technology. Residents have been instructed to have technology available for recording face-to-face pre-conferences. Swivel instructions will be given to each Evaluator to give to the resident to record and upload the video. * Review lesson plan, assessment, and other documents submitted by the resident concerning their lesson. * Determine questions to ask about planning, instructional strategies, alignment, classroom management, and assessment. |
| **3. Pre-Conference** | * Meet with your resident and the Mentor Teacher (if possible) to discuss and give feedback on lesson. * Discuss the candidate’s most recent identified reinforcement (strength) and refinement (area for improvement). |
| **4. Lesson Delivery** | * Check with the candidate to ensure that the recording device is on * Observe lesson taking scripted notes * Move around class to ensure you are gathering evidence of student learning without interrupting classroom environment. * Have resident ensure that the video is available on the Swivel app. |
| **5. Score the Observation** | * Score each row of the rubric and include evidence from your scripted notes to support the score earned. * Determine 2 areas of reinforcement (strength) and 2 areas of refinement (area for improvement). * Determine explicit, actionable next steps that align with the reinforcements and refinements. |
| **6. Post-Conference** | * Residents will have reviewed their video and self-assessed using the evaluation instrument including video evidence with support from the Teacher Resident Self-Reflection Scoring Template. * Residents will have examined and identified areas for reinforcement and refinement, justified by recorded evidence and student achievement scores. * Residents will have brainstormed possible, ‘next steps’ for sustaining performance in the area of reinforcement and for improving performance in the area of refinement. * Be ready to support and discuss with the resident about their lesson including explicit, actionable next steps. |

**Step #1: Scheduling the POP Cycle**

Communicate directly with your Resident and Mentor Teacher to schedule the three (3) portions of the Performance Assessment process (1. **P**re-conference 2. **O**bserved lesson delivery & 3. **P**ost conference: A.K.A. ‘POP Cycle’)

Complete the following scheduling chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **DATE** | **TIME** | **LOCATION** |
| PRE-CONFERENCE  *(within 72-48 hours before lesson)* |  |  |  |
| LESSON DELIVERY |  |  |  |
| POST-CONFERENCE *(within 72 hours after lesson)* |  |  |  |

**Step #2: Plan and Prepare**

Prepare to ‘meet’ with your candidate to discuss their preparation for the observed lesson via face-to-face or using a form of technology. Residents have been instructed to have technology available for recording face-to-face pre-conferences. Swivel instructions will be given to each Evaluator to give to the resident to record and upload the video.

Review lesson plan, assessment, and other documents submitted by the resident concerning their lesson.

Identify questions to ask about planning, instructional strategies, alignment, classroom management, and assessment.

**Step #3: Evaluator’s Pre-Conference Guide and Expectations**

**Pre-Conference Participants:**  **Date:**

**Location or Method** *(Ex. Face-to-Face, Facetime, etc.):* **Time:**

**Preparation**

|  |  |  |
| --- | --- | --- |
| **Preparation-expectations for pre-conferencing have been clearly established and communicated *as evidenced by* TR (teacher resident) bringing all of the following:** | Prepared?  ✔ | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| Completed lesson plan, utilizing required template |  |  |
| Evaluation rubric (*Hard copy*) |  |  |
| * Assessment sample (with the correct answers and/or exemplar at the ‘Meets’ level) |  |  |
| * Student achievement levels identified in writing (*Assessment scoring re: Below/Meets/Exceeds)* |  |  |
| * Ability to **articulate** most recent reinforcement and refinement areas |  |  |
| *Additionally, TR may consider bringing the following:* |  |  |
| * Pre-written questions to ask Evaluator or Mentor Teacher |  |  |
| * Materials (*texts, manipulatives, web site, etc*.) being considered for use |  |  |
| * DOK and/or Blooms reference (*Hard copy or electronic as designated by the evaluator*) |  |  |

**Standards and Outcomes**

|  |  |
| --- | --- |
| **Descriptor:**  *(Proficient)*  Pre-Conference Step 2 includes **all** of the following:  **Evaluator asks TR to:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| Share the grade level standard being targeted for lesson (# & verbiage) |  |
| Analyze the grade level standard(s) being utilized for the lesson. (re: content/skills) (DOK 3) |  |
| * Share grade-level outcome(s) being targeted for lesson, specifically explaining how the outcome’s verb and content align to the standard and whether or not the outcome is measurable. (DOK 1) * *Describe the expectations of what students will be able to know and do by the end of the lesson.* |  |
| * Share outcomes being targeted for the lesson, specifically identifying all of the following: * Connections to prior learning/lessons * Relevance to students’ real-lives and/or the real world * New and/or review content knowledge and skills (to include related-vocabulary) (DOK 2) |  |

**Assessment**

|  |  |
| --- | --- |
| **Descriptors:**  *(Proficient)*  Pre-Conference Step 2 includes **all** of the following:  **Evaluator asks TR to:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| Show a model of high-quality student work being utilized for lesson (Hard copy completed at the ‘Meets” level and/or correct answers) (DOK 1) |  |
| Explain how assessment aligns to outcomes (*With specific attention to verb(s)*) (DOK 2) |  |
| Justify how your informal assessments supports the standard (*i.e.: Check for understanding (CFU)),* throughout the lesson, prior to administering a final assessment) (DOK 4) |  |
| Based on student needs, how will you differentiate the assessment? (DOK 3) |  |

**Instructional Delivery**

|  |  |
| --- | --- |
| **Descriptors:**  *(Proficient)*  Pre-Conference Step 3 includes **all** of the following:  **Evaluator asks TR to:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| * Explain the lesson structure (sequence re: gradual release or, inquiry, 5 E’s) while referencing: * Lesson plan * Lesson’s related materials *(i.e.: anchor chart, manipulatives, etc.)* * Plan to display improvement in their refinement area within this lesson (DOK 2) |  |
| * Reflect on a recent refinement area and provide specific strategies to demonstrate improvement in this area *(Note:* *Refinement may be from previous observation, Mentor, or self-selected)* (DOK 4) |  |
| * Model their plan for this area of refinement within this lesson (DOK 4) |  |

**Step #4: Performance Assessment (Observation)**

The teacher resident will teach their lesson in the time and location noted in the planning process. The evaluator should complete the following:

* Ensure that the candidate has started the recording device
* Observe the lesson. Take scripted notes and include in the candidate’s folder.
* Move around the classroom to ensure that you are gathering evidence of student learning without interrupting the classroom environment.
* Ensure that the residency uploads the video to the Swivl app before leaving the site.

**Step #5 Evaluator’s Post-Conference Discussion Guide**

**Post-Conference Participants:**  **Date:**

**Location or Method** *(Ex. Face-to-Face, Facetime, etc.):* **Time:**

**Step A. *Opening (Self-Reflective Practitioner, Part 1)***

Within Step A of the post-conference, **ALL** of the following occur:

Evaluator asks the Teacher Resident to:

* Share their ‘overall impressions’ of their lesson, based on their:

a. Experience

b. Viewing of their video

c. Student mastery outcomes

Share student achievement data (# and percent of students at each achievement level) AND share student work samples and the analysis thereof

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| --- |
| ***Notes:*** |

**Step B. *Teacher Resident identifies and justifies self-selected Reinforcement and Refinement (Self-Reflective Practitioner, Part 2)***

Within Step B of the post-conference, **ALL** of the following occur:

Evaluator asks the Teacher Resident to:

a. Identify their self-selected **reinforcement** indicator

AND

b. Justify the selection with evidence(s)

Evaluator asks TR to:

a. Identify their self-selected **refinement** indicator

AND

b. Justify the selection with evidence(s)

***Notes:***

**Step C. *Instructional Coaching (Reinforcement Area)***

Within Step C of the post-conference, **ALL** of the following occur:

**Reinforcement**:

1. The Teacher Resident identifies their reinforcement area and the next-steps to sustain their performance level within this indicator.
2. The Evaluator reveals their identified indicator/area of reinforcement via *(at evaluator’s discretion):*

a. Direct revelation or,

b. Questioning leading Teacher Resident to the same

1. The Evaluator verbally shares **3** documented, observable pieces of evidence to substantiate the selection of the reinforcement area identified
2. Evaluator and Teacher Resident (*where possible*) identify *explicit*, *actionable* next-steps for sustaining performance within this indicator
3. Evaluator and TR (collaboratively)identify the manner in which sustaining these practices will positively impact

a. Student achievement and

b. Other indicators

***Notes:***

**Step D. Instructional Coaching (Refinement Area)**

Within Step D of the post-conference, **ALL** of the following occur:

**Refinement**:

1. The Teacher Resident identifies their refinement area and next-steps to improve their performance level within this indicator.
2. The Evaluator reveals their identified indicator/area of refinement via *(at evaluator’s discretion):*

a. Direct revelation or,

b. Questioning leading Teacher Resident to the same

1. Evaluator verbally shares **3** documented, observable pieces of evidence to substantiate the selection of the refinement area identified
2. Evaluator and Teacher Resident (*where possible*) identify *explicit*, *actionable* next-steps for improving/refining performance within this indicator
3. Evaluator and TR (collaboratively)identify the manner in which improving these practices will positively impact

a. Student achievement and

b. Other indicators

***Notes:***

**Step E. Closing (Self-Reflective Practitioner, Part 3)**

Within Step E of the post-conference, **ALL** of the following occur:

1. The Evaluator and Teacher Resident reiterate the identified indicators for this lesson:
2. Reinforcement and the identified *actionable* next steps for sustaining performance within this indicator
3. Refinement and the identified *actionable* next steps for improving performance within this indicator
4. The Evaluator and the Teacher Resident reveal their scoring for all indicators *(Where applicable: Teacher Resident shares their recorded evidence regarding any scores).*
5. The Evaluator and the Teacher Resident share ‘Professionalism’ scoring and related next-steps.
6. The Teacher Resident is offered the opportunity to pose any final questions or requests for support

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| --- | --- | --- |
| **Teacher Resident Self-Reflection Scoring Template** | | |
| **Indicator** | * **(Proficient) Descriptors & Evidence** | * **Self-Score** |
| **Instructional Plans** | * **LP contains measurable** and **explicit goals** **aligned** to state **content standards**: * State Standard(s): *(cut & paste from LP)* * Objective(s): *(cut & paste from LP)* * Sub-objectives: *(cut & paste from LP)* * Evidence of Mastery (assessment): *(cut & paste from LP)*   Activities & Materials **align to standard** *(verb & content): (\*See A&M evidence below)*  Sequenced from **basic to complex**: *(\*See S&O & PIC evidence below)*  **Age and interest** of most learners: *(\*See A&M evidence below)*  Build on **prior** student **knowledge**: *(\*See S&O evidence below)*  Provide appropriate **time for student work**, and **lesson** and **unit closure:** *(\*See PIC evidence below)*  **Accommodations** for individual student needs:   * Plans for **differentiation**: *(cut & paste from LP)* * **Co-teaching**: *(cut & paste from LP)* |  |
| **Standards and Objectives** | **Most** learning objectives are explicitly communicated:   * Orally (*time*): * Posted:   Sub-objectives are **mostly** aligned to the lesson’s major objective: *(cut & paste from LP)*  Standards and Objective are connected to previous learning  Expectations of student (\**academic & behavioral*) performance are clear:  State standards are displayed (*where*):  **Most** students demonstrate **mastery** **(\*‘*weighted’*):**   * *Observable* via *(record S quotes & behaviors related to obj. mastery):* * Assessment outcome: |  |

|  |  |  |
| --- | --- | --- |
| **Presenting Instructional Content** | **Visuals** that establish the **purpose**:   * *(list)* * Preview the organization (*agenda*): * Internal summaries:   Examples, illustrations, analogies, and labels:  **Modeling** demonstrates **performance expectations**:  **Concise** communication:  Logical **sequencing** *(basic-complex****)*** and **segmenting** *(pacing):*  Direct Instruction:   * Opening (time): * Instructional Input (time): * Guided Practice (time): * Independent Practice * Closure (time):   **OR** *(\*Delete series (above or below) that is not-applicable to this lesson)*  Inquiry/5 Es:   * Engage: * Explore: * Explain: * Elaborate: * Evaluate:   All **essential information**:  No **irrelevant, confusing**, or **nonessential** information: |  |
| **Activities and Materials** | **Support objectives**:  **Challenge**:  **Sustain attention**:  **Variety of thinking**:  **Time for reflection**:  **Relevant**:  **S-to-S interaction**:  Induce **curiosity** and **suspense**:  **Choices**:  **Multimedia**/**technology**:  **Teacher-made materials**: |  |

|  |  |  |
| --- | --- | --- |
| **Academic Feedback** | Feedback is **mostly academically focused, frequent**, and mostly **high quality**  *(TC & S quotes:)*  Feedback (***when?****)*:  **Circulates** to support engagement and monitor student work:  **Feedback** used to **monitor** and adjust **instruction**:   * (*Examples* *TC & S quotes/actions*): |  |
| **Managing Student Behavior** | **Students are mostly well-behaved and on task**:  **Teacher Candidate establishes rules for learning and behavior:**  **(MSB) Techniques**:  Deals with **students who have caused disruptions:**  **Whole class redirect**: |  |

**Step #6 Evaluator’s Summary of Performance**

*(\*Complete and bring to your post-conference!)*

**Identified Reinforcement and Refinement areas**

**Reinforcement**

1. *List the identified Reinforcement area(s):*
2. *Evidence from observation to support selection for reinforcement area. (Use observation notes and rubric scores)*
3. *Justification for this selection (Think):*
4. *Sustaining performance will impact student achievement by:*
5. *Sustaining performance will impact other indicators by:*
6. *Next:*
7. *You should continue to:*

**Refinement**

1. *List the identified Refinement area(s):*
2. *Evidence from observation to support selection for refinement area. (Use observation notes and rubric scores)*
3. *Justification for this selection (Think):*
   1. *Refining performance will impact student achievement by:*
   2. *Refining performance will impact other indicators by:*
4. *Next:* 
   1. *You can take the following steps to improve performance:*

**Step #7: Performance Assessment Post-Conference**

**Note-Taking Form**

*\*Bring this form to each post-conference*  *\*\*Copy as a Google document if preferred!*

**PA #1:**

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes:

**PA #2**

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes:

**PA #3**

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| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes: