



# McNeese Governance Packet

Clinical Experiences

School Site #1	School Site #2
Morgan McCain	Claire

Projecting into fall 2021: 22 Teacher Residents

## Teacher Candidate Evaluation Cycles

POP #1	POP#2
1st Snapshot - week of Feb 7th	3rd Snapshot - March 28th
2nd Snapshot- week of Feb 21st	4th Snapshot - April 11th
1st Pre - Week of Feb 28-Mar 6 (Mentor teacher will also score)	2nd Pre - April 11th
1st Observation - Week of March 8-15	2nd Ob - April 18th
1st Post - Week of March 15-19	2nd Post - April 25th

## Governance Meeting 6/1

**Attendance:**

**Purpose:**

Governance is a two-way conversation between McNeese and the school partners. The dialogue informs decisions about the residency.

**TEACHERS AT THE END OF  
THE SCHOOL YEAR...**

**I'M PRETTY TIRED...THINK  
I'LL GO HOME NOW**

makeameme.org

### What is a POP Cycle?

<b>Pre-Conference</b>	<p>The Teacher Candidate comes prepared with a lesson plan, assessment sample, and student achievement chart.</p> <p><b>Length:</b> 30 to 45 minutes</p> <p><b>Purpose:</b> This is a coaching opportunity to support the Teacher Candidate in preparing for the formal observation. The Teacher Candidate discusses the targeted standard, assessment, and planned lesson delivery.</p>
<b>Observation</b>	<p>The Teacher Candidate teaches and video-tapes his/her planned lesson.</p> <p><b>Length:</b> 45 minutes to 1 ½ hours</p> <p><b>Purpose:</b> The Teacher Candidate is able to enact a planned lesson, while the Site Coordinator and Mentor script and observe. The TC, then, uses the video of the lesson to watch and reflect on their own instruction.</p>
<b>Post-Conference</b>	<p>The Teacher Candidate watches his/her video prior to the post-conference and brings his/her self-scores and reflections based on the evaluation rubric.</p> <p><b>Length:</b> 30 to 45 minutes</p> <p><b>Purpose:</b> The Teacher Candidate is guided to reflect on his/her lesson and gain valuable coaching and resources from the site coordinator. The TC receives a targeted area of strength and area of growth, as well as scores based on the evaluation rubric.</p>

Comparison by Domain Formal Observation Data (POP Cycle #1 & #2)

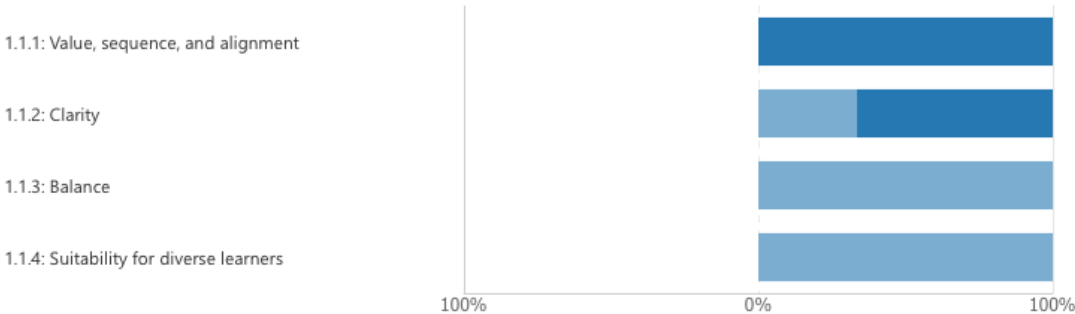
Data By Domains (3 students)

POP #1

9. Domain 1: Planning and Preparation

[More Details](#)

0 1: Ineffective 2: Emerging 3: Proficient 4: Highly Effective

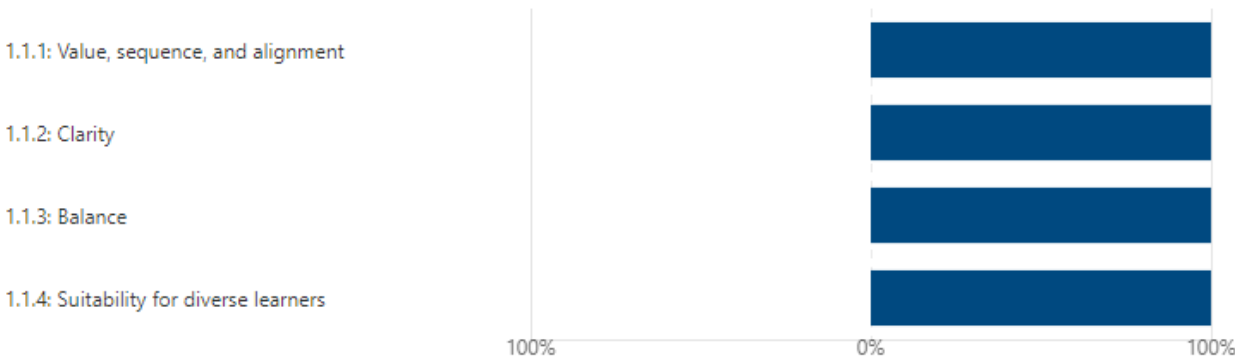


POP #2

9. Domain 1: Planning and Preparation

[More Details](#)

0 1: Ineffective 2: Emerging 3: Proficient 4: Highly Effective

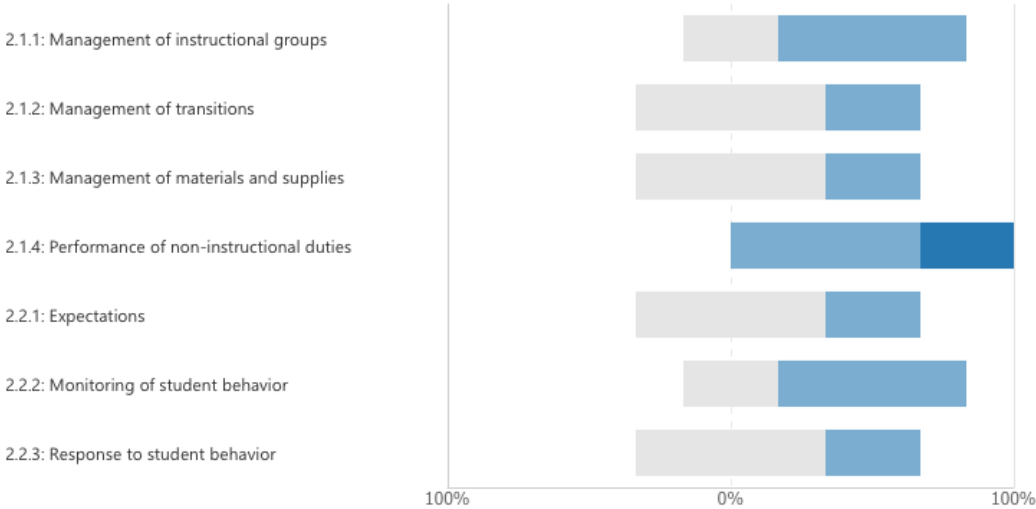


POP #1

10. Domain 2: Classroom Environment

[More Details](#)

0 1:Ineffective 2:Emerging 3:Proficient 4:Highly Effective

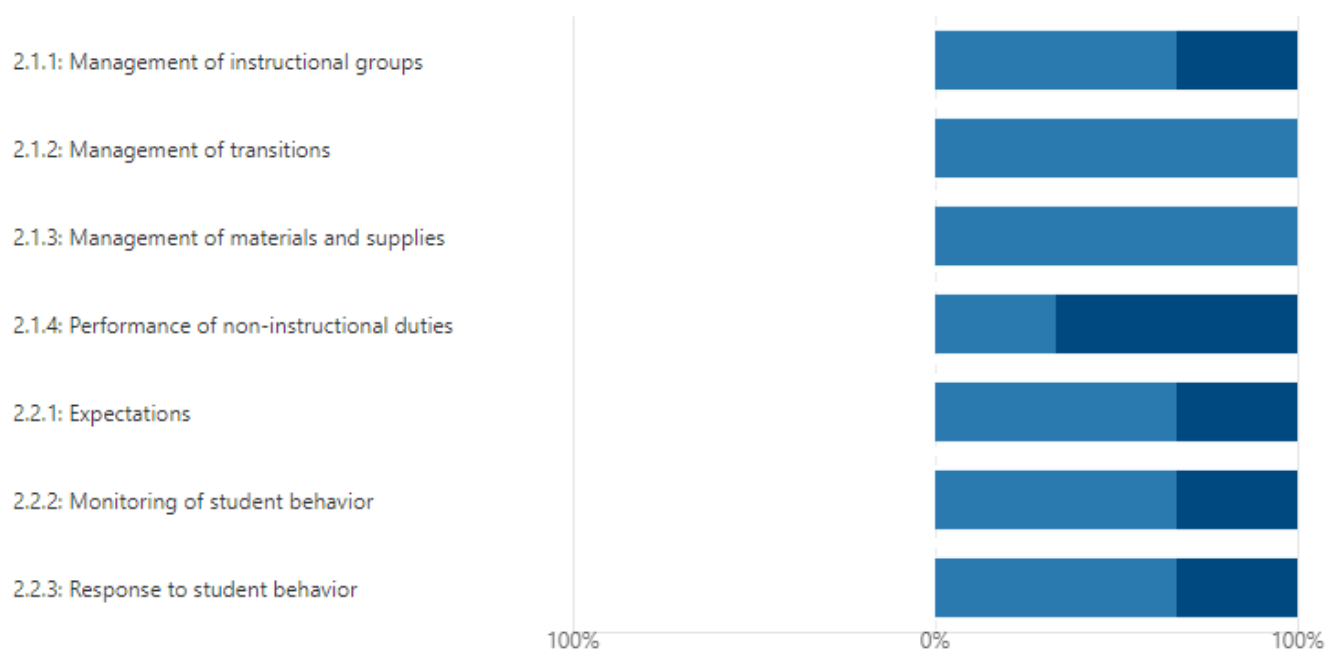


POP #2

## 10. Domain 2: Classroom Environment

[More Details](#)

0 1: Ineffective 2: Emerging 3: Proficient 4: Highly Effective

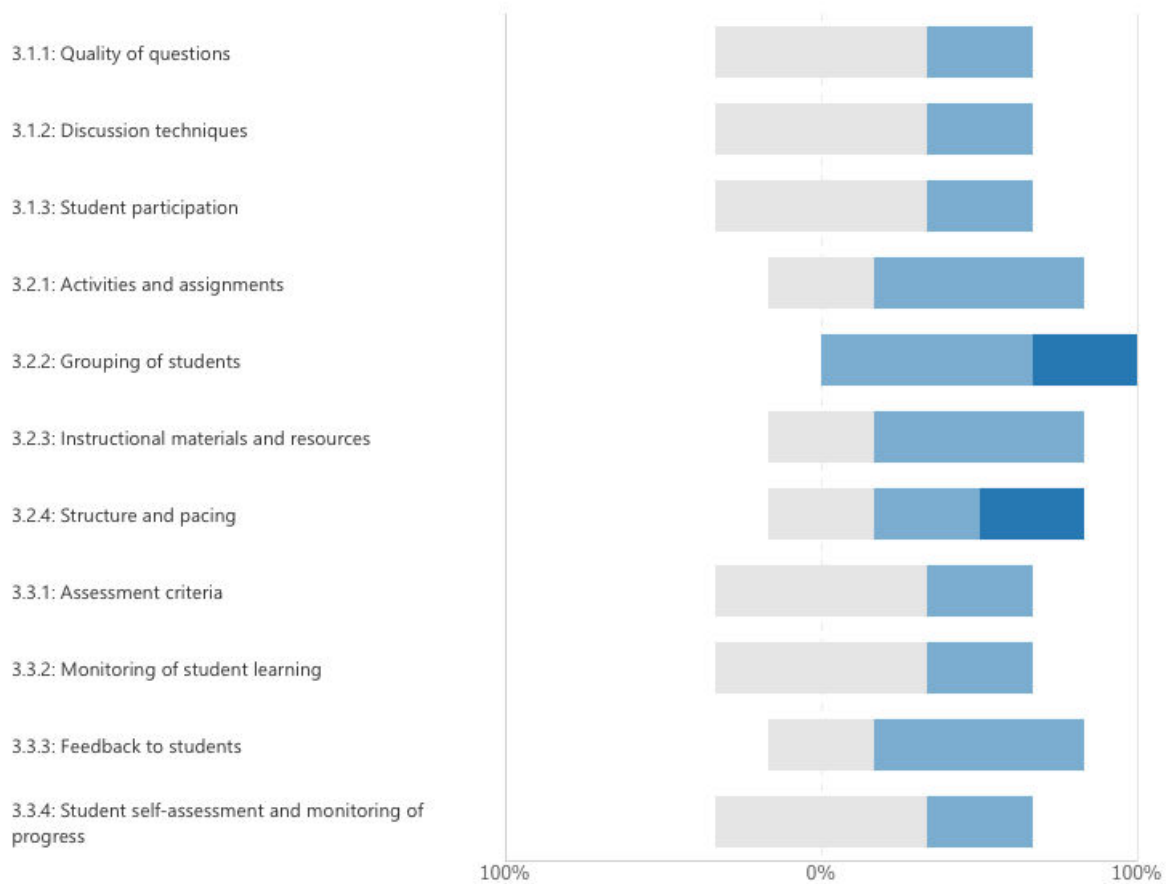


POP #1

## 11. Domain 3: Instruction

[More Details](#)

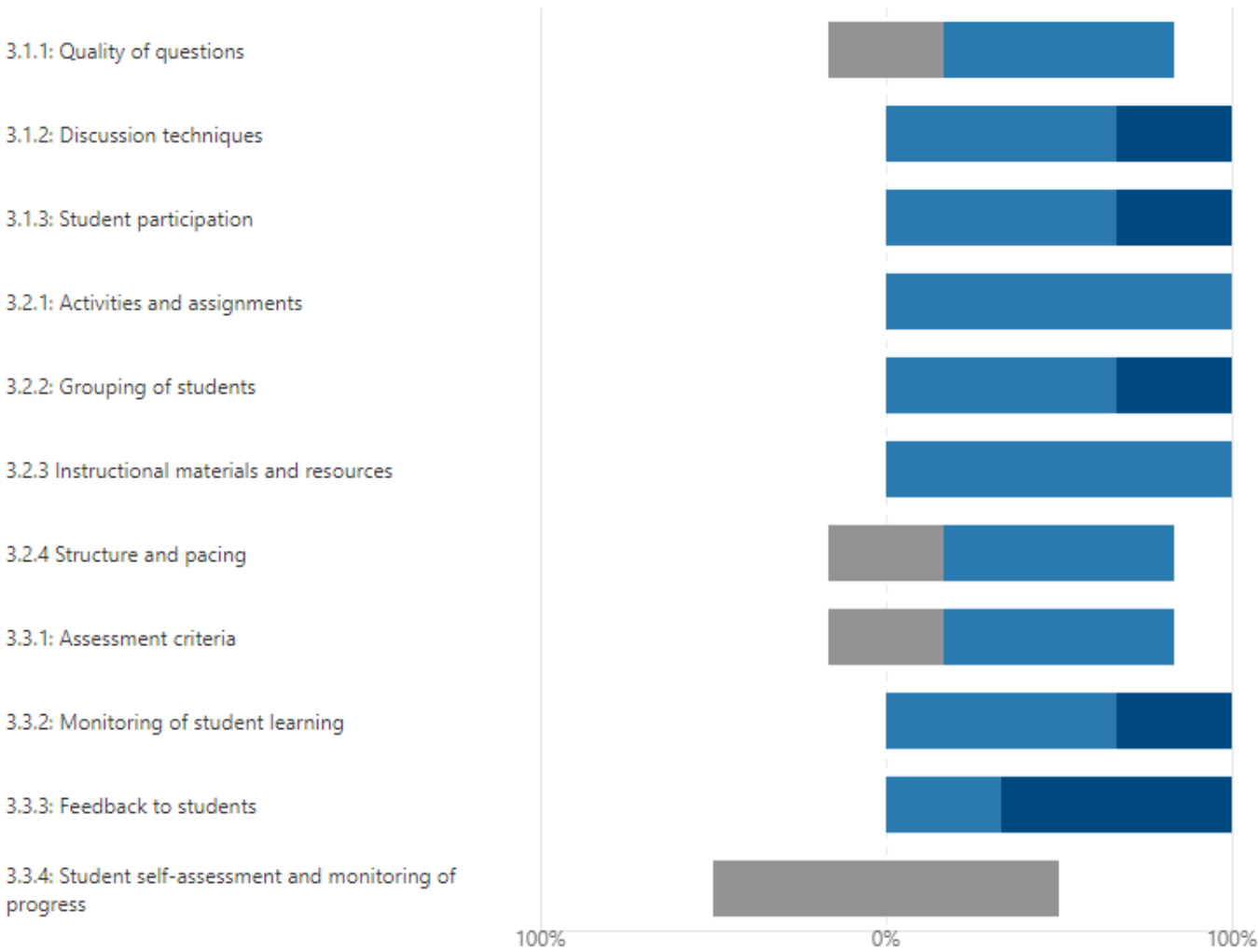
0 1:Ineffective 2:Emerging 3:Proficient 4:Highly Effective



11. Domain 3: Instruction

[More Details](#)

0 1: Ineffective 2: Emerging 3: Proficient 4: Highly Effective



Area of Strength (3 students)

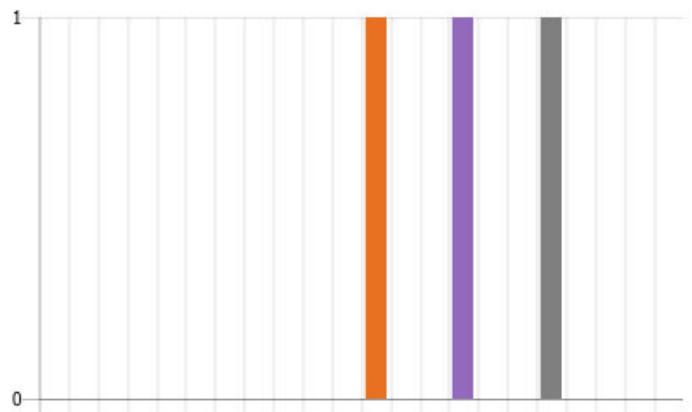


## POP #1

### 12. Reinforcement (Strength)

[More Details](#)

1.1.1: Value, sequence, and ali...	0
1.1.2: Clarity	0
1.1.3: Balance	0
1.1.4: Suitability for diverse lea...	0
2.1.1: Management of instructi...	0
2.1.2: Management of transiti...	0
2.1.3: Management of material...	0
2.1.4: Performance of non-inst...	0
2.2.1: Expectations	0
2.2.2: Monitoring of student b...	0
2.2.3: Response to student mis...	0
→ 3.1.1: Quality of questions	1
3.1.2: Discussion techniques	0
3.1.3: Student participation	0
→ 3.2.1: Activities and assignments	1
3.2.2: Grouping of students	0
3.2.3: Instructional materials a...	0
→ 3.2.4: Structure and pacing	1
3.3.1: Assessment criteria	0
3.3.2: Monitoring of student le...	0
3.3.3: Feedback to students	0
3.3.4: Student self-assessment ...	0



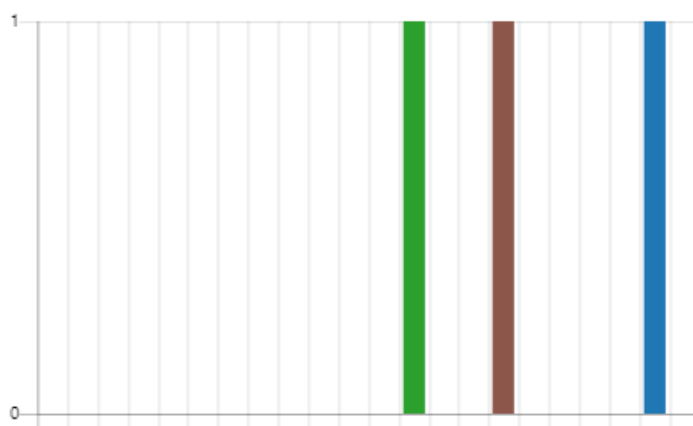
**Area of Strength** (3 students)

## POP #2

### 12. Reinforcement (Strength)

[More Details](#)

●	1.1.1: Value, sequence, and ali...	0
●	1.1.2: Clarity	0
●	1.1.3: Balance	0
●	1.1.4: Suitability of diverse lear...	0
●	2.1.1: Management of instructi...	0
●	2.1.2: Management of transiti...	0
●	2.1.3: Management of materia...	0
●	2.1.4: Performance of non-inst...	0
●	2.2.1: Expectations	0
●	2.2.2: Monitoring of student b...	0
●	2.2.3 Response to student mis...	0
●	3.1.1: Quality of questions	0
➡ ●	3.1.2: Discussion techniques	1
●	3.1.3: Student participation	0
●	3.2.1: Activities and assignments	0
➡ ●	3.2.2: Grouping of students	1
●	3.2.3: Instructional materials a...	0
●	3.2.4: Structure and pacing	0
●	3.3.1: Assessment criteria	0
●	3.3.2: Monitoring of student le...	0
➡ ●	3.3.3: Feedback to students	1
●	3.3.4: Student self-assessment ...	0



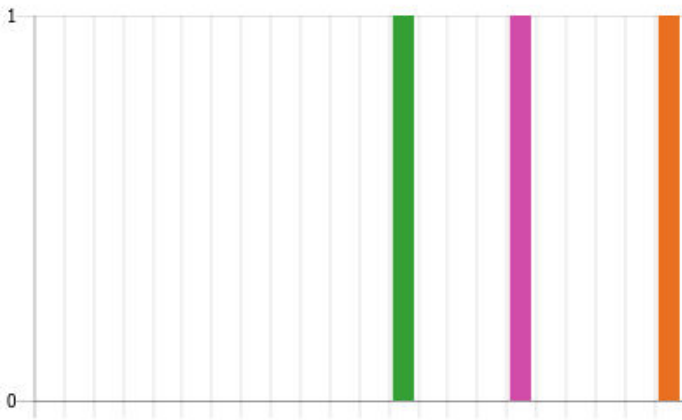
Area of Growth (3 students)

POP #1

14. Refinement (Growth)

[More Details](#)

1.1.1: Value, sequence, and ali...	0
1.1.2: Clarity	0
1.1.3: Balance	0
1.1.4: Suitability for diverse lea...	0
2.1.1: Management of instructi...	0
2.1.2: Management of transiti...	0
2.1.3: Management of material...	0
2.1.4: Performance of non-inst...	0
2.2.1: Expectations	0
2.2.2: Monitoring of student b...	0
2.2.3: Response to student mis...	0
3.1.1: Quality of questions	0
→ 3.1.2: Discussion techniques	1
3.1.3: Student participation	0
3.2.1: Activities and assignments	0
3.2.2: Grouping of students	0
→ 3.2.3: Instructional materials a...	1
3.2.4: Structure and pacing	0
3.3.1: Assessment criteria	0
3.3.2: Monitoring of student le...	0
3.3.3: Feedback to students	0
→ 3.3.4: Student self-assessment ...	1



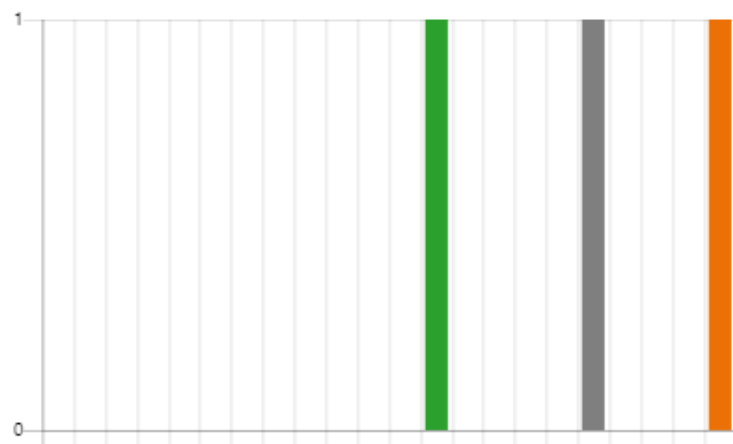
Area of Growth (3 students)

## POP #2

### 14. Reinement (Growth)

[More Details](#)

1.1.1: Value, sequence, and ali...	0
1.1.2: Clarity	0
1.1.3: Balance	0
1.1.4: Suitability of diverse lear...	0
2.1.1: Management of instructi...	0
2.1.2: Management of transiti...	0
2.1.3: Management of materia...	0
2.1.4: Performance of non-inst...	0
2.2.1: Expectations	0
2.2.2: Monitoring of student b...	0
2.2.3 Response to student mis...	0
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→ 3.1.2: Discussion techniques	1
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3.2.1: Activities and assignments	0
3.2.2: Grouping of students	0
3.2.3: Instructional materials a...	0
→ 3.2.4: Structure and pacing	1
3.3.1: Assessment criteria	0
3.3.2: Monitoring of student le...	0
3.3.3: Feedback to students	0
→ 3.3.4: Student self-assessment ...	1



After reviewing all of the formal observation data, are there any trends or observations you would like to highlight? Is there any feedback or suggestions from the group?

I Notice	I Wonder	Suggestions for Support
	Discussion Techniques is both a strength and a struggle – Strength in ELA, Struggle in Math	
		Professionalism Seminar

### Mentor Meetings

Mentor Meeting Topics
<ul style="list-style-type: none"> <li>• Co-Teaching &amp; Coaching</li> <li>• High Quality Feedback</li> <li>• Coaching Conversations</li> </ul> <p>Mentor meeting are designed to provide mentor teachers with in the moment professional development to support their teacher resident.</p>

What suggestions would you make to support the content of the Mentor Teacher Training ?
<p>Work Ethic &amp; Professionalism  How to handle immediate problems with a co-worker  Being prepared – what does it look like  Communication</p>

### Upcoming:

Technology Training

Teaching & Learning Summit – more information to come soon

### Note Taking Tool

#### Future Action Items

Action	Responsible Party	Completion Date


### 3.22 Governance

School Site #1	School Site #2
Morgan McCain	Claire

Projecting into fall 2021: 22 Teacher Residents

#### Teacher Candidate Evaluation Cycles

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### Governance Meeting

#### 3.22

**Attendance:** Laura Landry, Lauren Roy, Jill Deason, Angel Ogea: Dean of Burton College of Education, Fara Seal, Katie Williams: Director of Student Teaching, Laura LaCroix

#### Purpose:

Governance is a two-way conversation between McNeese and the school partners. The dialogue informs decisions about the residency.

#### Student Teaching Coursework:

Semester Course Schedule	
Course	Description
<b>Residency Seminar</b>	<ul style="list-style-type: none"> <li>• POP Cycle</li> <li>• Growth Mindset</li> <li>• Co-teaching strategies</li> <li>• Explaining and Modeling - Think Aloud</li> <li>• Explaining and Modeling - Gradual Release</li> <li>• Discussion Strategies</li> <li>• High Quality Feedback</li> </ul> <p><i>Content is responsive based upon the data from POP Cycle &amp; walkthroughs.</i>  <b>Major Assignments:</b> 2 POP Cycle and 4 walkthroughs.</p>

What suggestions would you make to support the content of the Residency Seminar?

Sees that things are working well-the current Residents are strong  
Questioning strategies: Developing text dependent questions. Due to Covid, not able to use Kagan as usual.

- In seminar, Fara showing them ways to use the strategies face to face and via Zoom/using tech

Encouraging Residents to focus on the FEE in observation feedback

Residents are open to feedback

This round of data is a baseline

### What is a POP Cycle?

#### Pre-Conference

The Teacher Candidate comes prepared with a lesson plan, assessment sample, and student achievement chart.

**Length:** 30 to 45 minutes

**Purpose:** This is a coaching opportunity to support the Teacher Candidate in preparing for the formal observation. The Teacher Candidate discusses the targeted standard, assessment, and planned lesson delivery.

#### Observation

The Teacher Candidate teaches and video-tapes his/her planned lesson.

**Length:** 45 minutes to 1 ½ hours

**Purpose:** The Teacher Candidate is able to enact a planned lesson, while the Site Coordinator and Mentor script and observe. The TC, then, uses the video of the lesson to watch and reflect on their own instruction.

#### Post-Conference

The Teacher Candidate watches his/her video prior to the post-conference and brings his/her self-scores and reflections based on the evaluation rubric.

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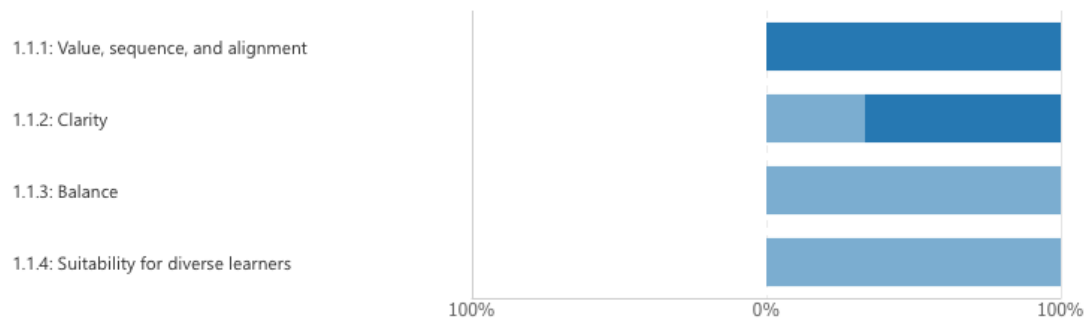
### Formal Observation Data (POP Cycle #1)

Data By Domains (3 students)

## 9. Domain 1: Planning and Preparation

[More Details](#)

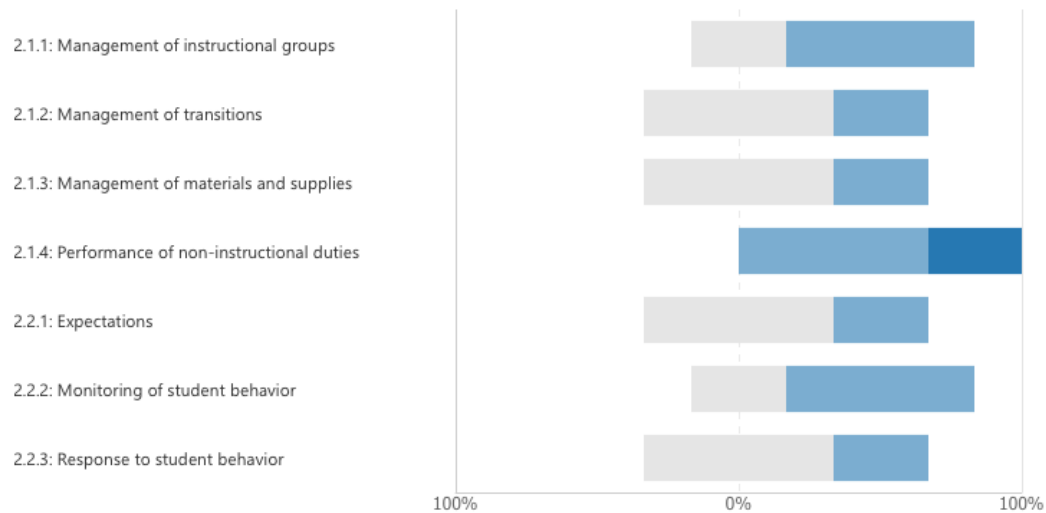
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## 10. Domain 2: Classroom Environment

[More Details](#)

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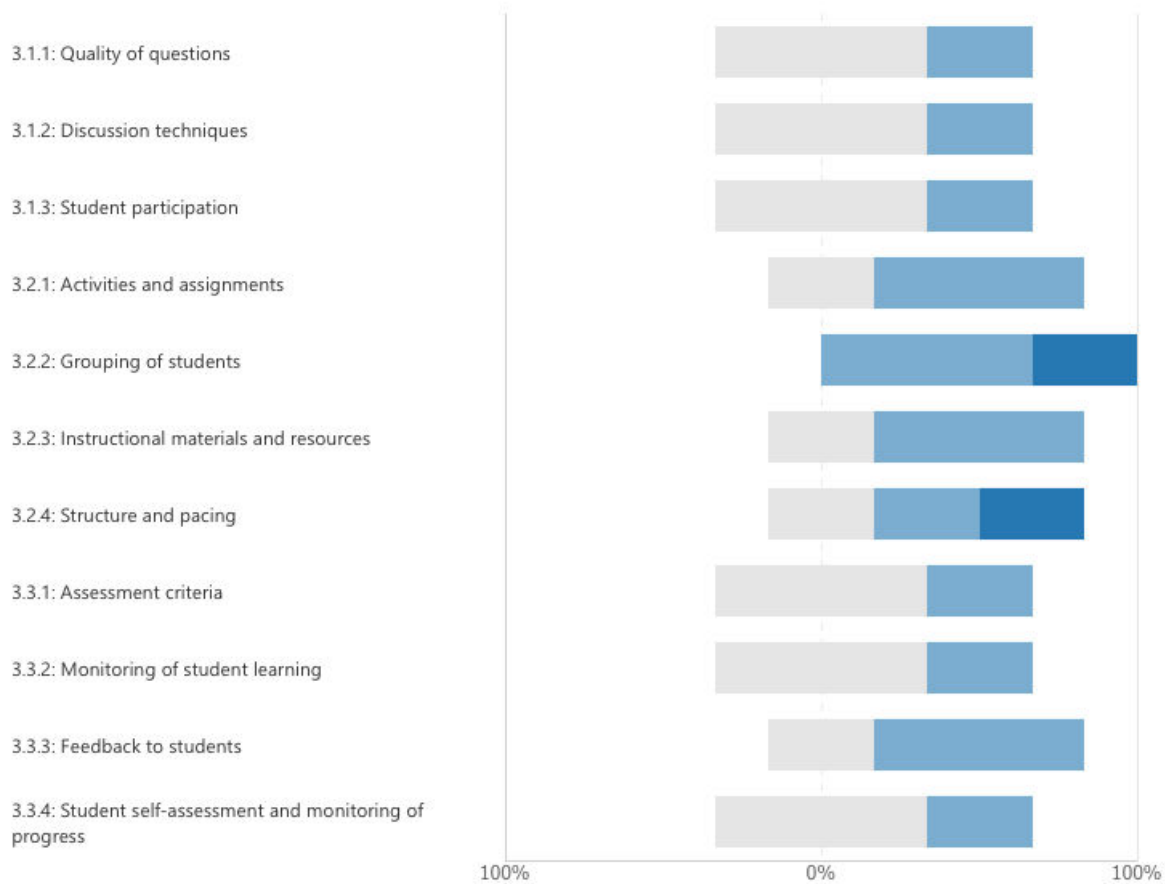




## 11. Domain 3: Instruction

[More Details](#)

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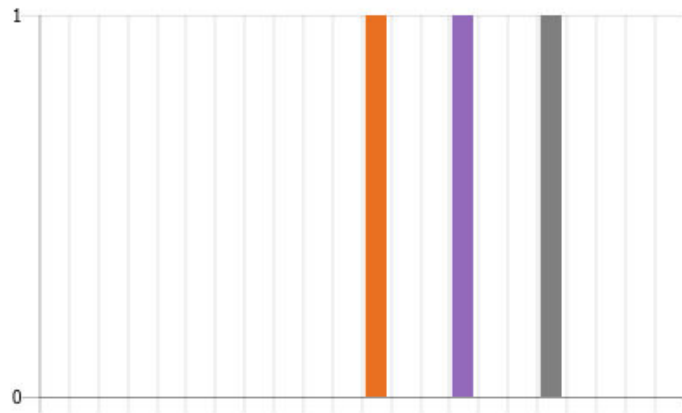


**Area of Strength** (3 students)

## 12. Reinforcement (Strength)

[More Details](#)

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2.1.3: Management of material...	0
2.1.4: Performance of non-inst...	0
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2.2.2: Monitoring of student b...	0
2.2.3: Response to student mis...	0
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3.1.3: Student participation	0
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3.3.4: Student self-assessment ...	0

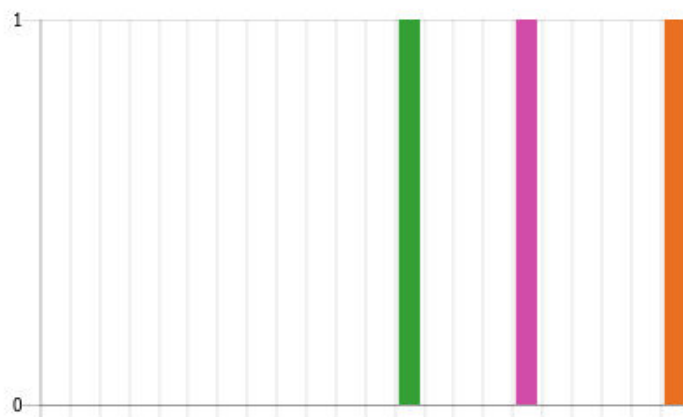


**Area of Growth** (3 students)

## 14. Refinement (Growth)

[More Details](#)

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1.1.3: Balance	0
1.1.4: Suitability for diverse lea...	0
2.1.1: Management of instructi...	0
2.1.2: Management of transiti...	0
2.1.3: Management of material...	0
2.1.4: Performance of non-inst...	0
2.2.1: Expectations	0
2.2.2: Monitoring of student b...	0
2.2.3: Response to student mis...	0
3.1.1: Quality of questions	0
→ 3.1.2: Discussion techniques	1
3.1.3: Student participation	0
3.2.1: Activities and assignments	0
3.2.2: Grouping of students	0
→ 3.2.3: Instructional materials a...	1
3.2.4: Structure and pacing	0
3.3.1: Assessment criteria	0
3.3.2: Monitoring of student le...	0
3.3.3: Feedback to students	0
→ 3.3.4: Student self-assessment ...	1



After reviewing all of the formal observation data, are there any trends or observations you would like to highlight? Is there any feedback or suggestions from the group?

I Notice	I Wonder	Suggestions for Support
<b>In-service teachers need to go through formal observation (pre, observation and post). One announced and one unannounced. Choose one area of focus, too.</b>		
Content was not an issue. The		Developing the application of

data matches prior experience as a Mentor Teacher. Planning was not an issue. Management and higher order thinking questions are harder to do.		what they have learned in coursework.  Practicing being flexible in the moment for students based on the lesson plan.  Keep Teacher Candidates coming daily on time.

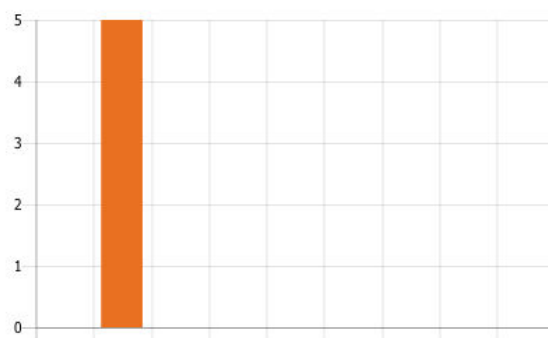
### Walkthrough/Snapshot Data

#### Co-Teaching Approach(es) Observed (3 total students x 2 Walkthrough/Snapshots)

##### 9. Co-Teaching Strategies Observed

[More Details](#)

One Teach/ One Observe (Me...	0
One Teach/ One Observe (TC t...	5
One Teach/ One Assist (Mento...	0
One Teach/ One Assist (TC assi...	0
Team teaching	0
Alternative teaching (Mentor ...	0
Alternative teaching (TC works...	0
Parallel teaching	0
Station teaching	0



After reviewing all of the co-teaching data, are there any trends or observations you would like to highlight? Is there any feedback or suggestions from the group?

I Notice	I Wonder	Suggestions for Support
	How much should Mentor Teachers support when the Resident is being observed.	Calibrate on the expectations during a Snapshot. -Evaluation (POP) want Resident to be independent -Snapshot: Want to see what would typically be happening. Co-teaching, coaching in the moment, etc. Not used for a grade.
	What is needed in video capture?	Do not need all students in the frame during the video.

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### Mentor Meetings

Date	Topic
2.22	Co-teaching & Coaching
	High Quality Feedback
	Coaching Conversations

What suggestions would you make to support the content of the Mentor Teacher Training ?

- Using aggregated data
- Noticing with in-service teachers: Making interdisciplinary connections and differentiation are challenges. (Questioning and engagement)
  - Empowering students
- Differentiation
- Feedback: Relationship building helps. Comes naturally to veteran mentors-coaching strategies.
  - For novice mentor teachers they could use support with this. Strategies for communicating and holding clear expectations. How to have difficult conversations. Coaching strategies for adults is different than teaching strategies for children.
  - Sharing mistakes that even veteran teachers make-being transparent about their growth, too. Modeling continuous growth. Coming from a good place.
    - Thinking out loud when you are reflecting on lessons (in the moment and in planning). Helping Residents see how veteran teachers think through the self-reflection process. Explicit modeling.
- Keeping expectations open and clear between school team and McNeese team.
- Relationship Building: Safe space for feedback and trust building.
- Help Residents develop and keep their growth mindsets. Even though they are coming out strong with a lot of information to be successful.
  - Anticipate will come out even stronger-essentially first year in residency.
- Evident that Residents are getting more feedback-one resident asked for feedback the way an in-service teachers would receive.

**Next Meeting:** Early May

### Note Taking Tool

#### Future Action Items

Action	Responsible Party	Completion Date
McNeese future building can support collaboration and professional development		
