

Norming the FEE Part 1



Webinar Engagement Tips

The **'Mute'** button will allow meeting participants to silence themselves during the meeting. It may be helpful to mute your microphone during the webinar unless you are speaking.

The **'Stop Video'** button will allow meeting participants to stop or resume your camera.

The **'Chat'** button will allow meeting participants to receive messages and send a message to the entire group or a specific participant(s).

This button will allow meeting participants to enter or exit full screen.

The **'End/Leave Meeting'** button will allow meeting participants to exit the meeting.

The screenshot shows the Zoom interface with a dark background. At the top left is the Zoom logo. At the top right are window control buttons (minimize, maximize, close). Below these are five callout boxes with arrows pointing to specific buttons in the bottom toolbar. The toolbar itself contains icons for Unmute, Stop Video, Security, Manage Participants (with a '4' badge), Polls, Chat, Share Screen, Record, Breakout Rooms, Reactions, and a red 'End Meeting' button.

Virtual Rules of Engagement

Keep Your Camera On

Please keep **cameras on** for engagement, if possible.

Remain Muted

Remain **muted** when not talking for sound quality for all.

Joining by phone:

Mute phone and use *6 to unmute

Rename Your Screen Name

Rename your **screen name** to include your first name, last name.

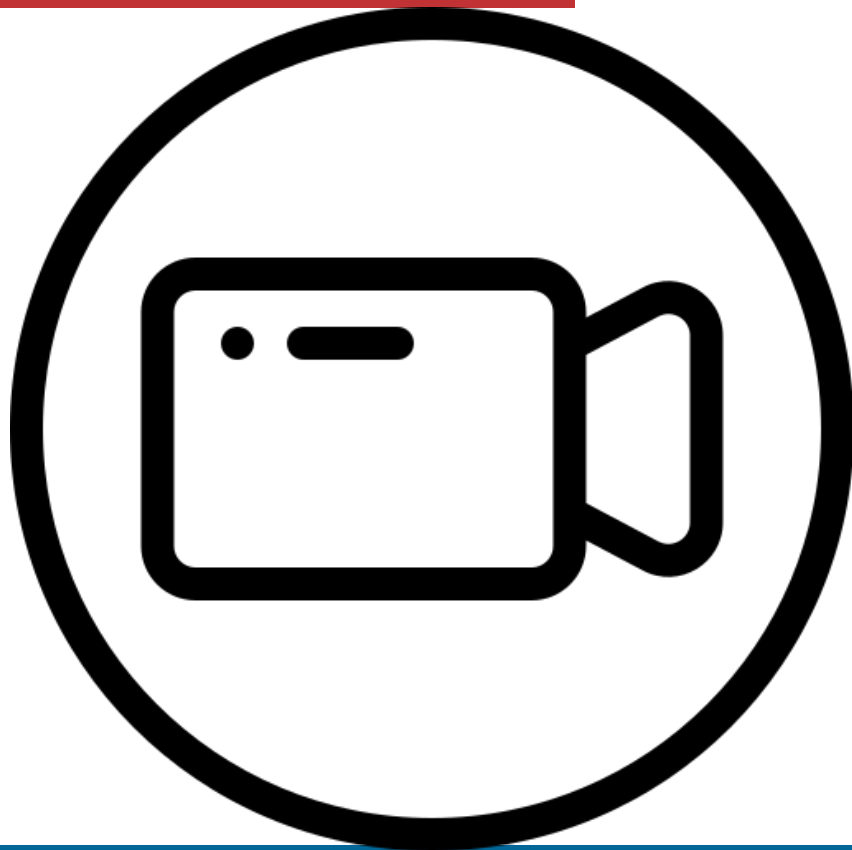
Click on the three dots in the upper right corner of your camera picture square.

Stay Engaged

- Comment in the **chat box** at any time
- “Raise your hand” feature
- Warm call/cold call
- Polling and short answer
- Break planned

We will be recording for those who cannot be with us at this time.

We will be recording...





Agenda

- Welcome & Opening
- The Power of Mentors
- Co-Teaching Strategy - One Teach, One Assist
- POP Cycle - **O**bservation
- Reviewing Domain 3 of the FEE
- Applying the FEE in Observations
- Closing

Session Objective



**By the end of the session,
participants will be able to apply the
FEE Domain 3 to observe, script,
and score classroom instruction.**



At times, our own light
goes out and is rekindled by
a spark from another person.
Each of us has cause to think with
deep gratitude of those who have
lighted the flame within us.

— Albert Schweitzer



The Power of Mentors



Parallel Practices

PreK-12th Grade Students

**PK-12
Students**

**Teacher
Candidates**

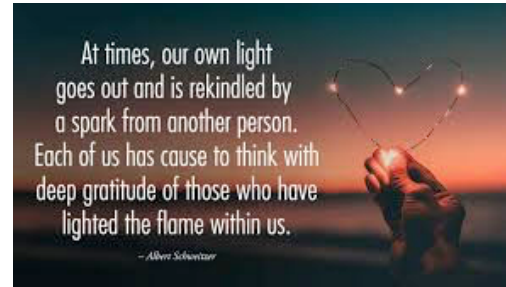
Teacher Candidates

Time to Chat




Use the chat feature to answer the question...

What **spark** do you hope to create for your Teacher Candidate?



Coaching and Support for Co-Teaching



Teacher Candidates will need opportunities to reflect on and refine their use of the co-teaching strategies.

One Teach
One Assist

One Teach
One Observe

Team Teaching

Station Teaching

Alternative
Teaching

Parallel Teaching

Spotlight on - One Teach/One Assist



Watch the short video clip demonstrating - One Teach, One Assist.

What is the role of the

Mentor Teacher?

Teacher Candidate?



A Model for Coaching & Support



The Faculty
Member



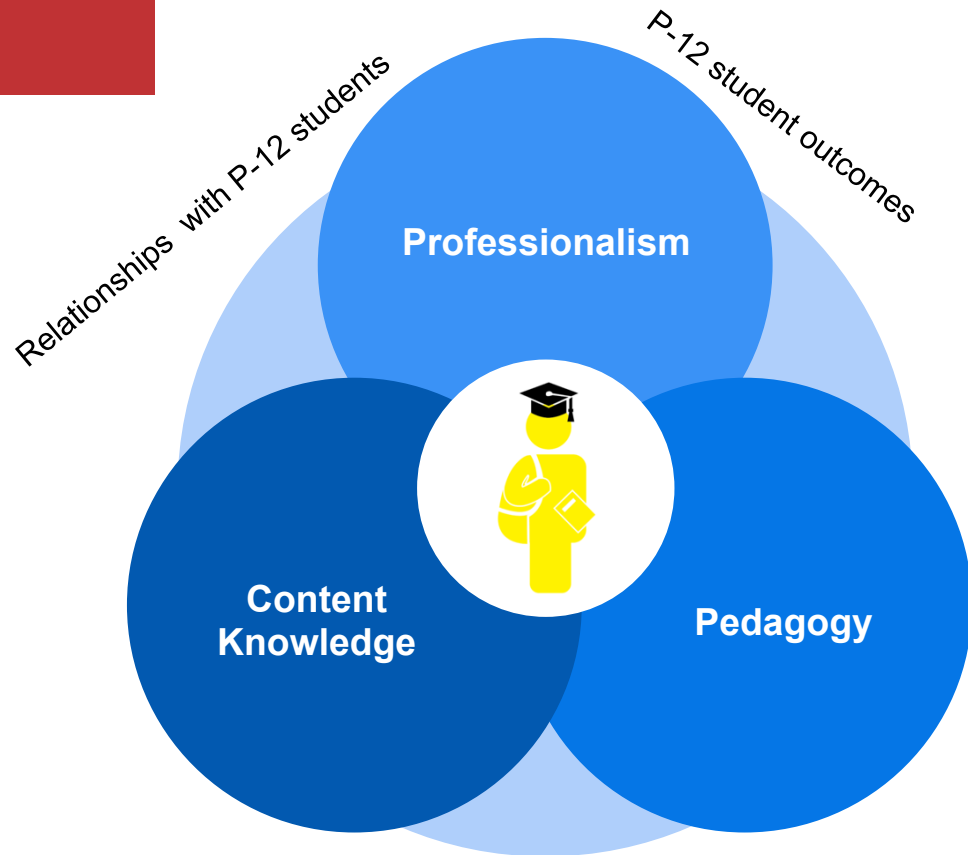
The *Recruited
& Trained*
Mentor Teacher



The Site
Coordinator

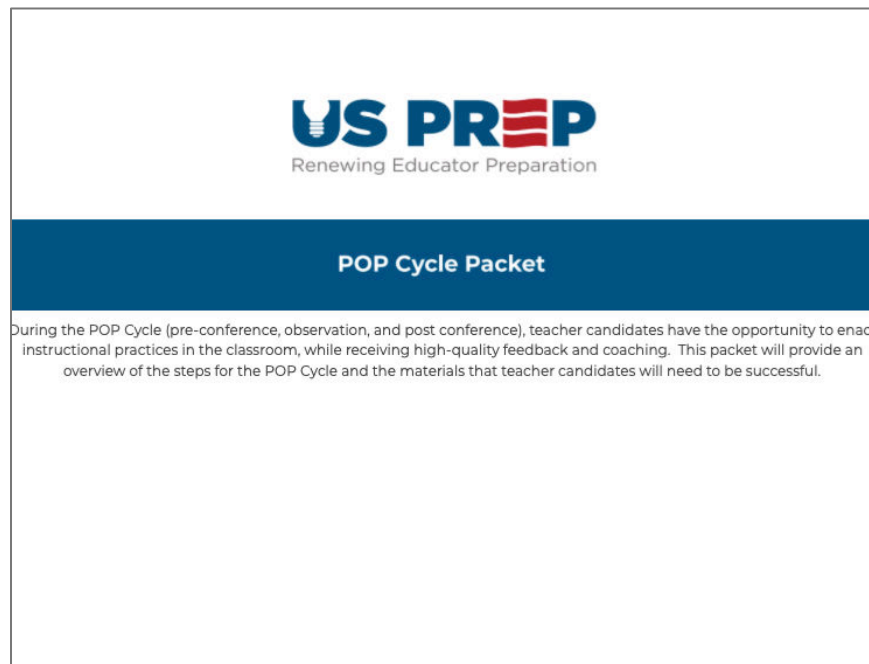


The School
Administrator



Formal Observations: The POP Cycle

Teacher Candidates need opportunities to enact best practices in the classroom and receive high-quality and focused feedback.



[click the image to open resource](#)

POP Cycle Steps	Description
Identify Dates & Times	The Teacher Candidate & Mentor Teacher work together to select a day and time.
Plan & Prepare	The Teacher Candidate plans a standards-based, differentiated, and culturally responsive lesson with the support of the Mentor Teacher.
<div data-bbox="57 536 357 620">Today's Focus</div> Pre-Conference	The Teacher Candidate and Site Coordinator meet at least two days before the lesson to discuss the plan and make any changes prior to instruction delivery.
Lesson Delivery (to include video)	The Teacher Candidate teaches the lesson and video-tapes it for their reflection. The Mentor and/or Site Coordinator observe and script the lesson.
Self-Reflection	The Teacher Candidate watches the video and scores their lesson delivery using the instructional rubric.
Post-Conference	The Teacher Candidate & Site Coordinator meet within 48 hours to discuss the lesson.

Proficiency Levels

Domain 1: Planning and Preparation

Component 1.1: Setting Instructional Outcomes (Danielson, 1c) Value, sequence, and alignment•Clarity•Balance•Suitability for all

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
1.1.1 Value, sequence, and alignment	Outcomes represent low expectations for students and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.	Most outcomes represent high expectations and rigor and important learning in the discipline. Outcomes are connected to a sequence of learning.	All outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.	
1.1.2 Clarity	Outcomes are either not clear or are stated as activities, not as student learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit assessment.	Outcomes are clear and specific. Outcomes are clear and specific in the form of student learning.	All the outcomes are clear, written in the form of student learning, and permit viable methods of assessment.	
1.1.3 Balance	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.	Outcomes reflect several types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.	
1.1.4 Suitability for diverse learners	Outcomes are not suitable for the class or are not based on any assessment of student needs.	Most of the outcomes are suitable for most of the students in the class based on global assessments of student learning.	Most of the outcomes are suitable for all students in the class and are based on evidence of student proficiency. However, the needs of some individual students may not be accommodated.	Outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.	

Descriptors

Indicators

Indicators

Indicators

Indicators

Domains

Today's Focus

Elements

Domain I: Planning & Preparation

- Value, Sequence, & Alignment
- Clarity
- Balance
- Suitability for diverse learners

Domain II: Classroom Environment

- Management of Instructional Groups
- Management of Transitions
- Management of Materials & Supplies
- Performance of Non-instructional duties
- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

Domain III: Instruction

- Quality of Questions
- Discussion Techniques
- Student Participation
- Activities & Assignments
- Grouping of Students
- Instructional Materials & Resources
- Structure & Pacing
- Assessment Criteria
- Monitoring of Student Learning
- Feedback to Students
- Student Self-Assessment & Monitoring of Student Progress

Domain IV: Professionalism

- Submits correct & timely documentation
- Receptivity to Feedback; and Decision Making
- Integrity & Ethical Conduct

Exploring FEE Domain 3 - [LINK](#)

Domain 3: Instruction

Component 3.1: Using Questioning and Discussion Techniques (Danielson, 3b) Quality of questions • Discussion techniques • Student participation

Element	Ineffective (1)	Effective: Emerging (2)	Effective: Proficient (3)	Highly Effective (4)	Rating
3.1.1 Quality of questions <i>InTASC 8f</i>	Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the teacher's questions are of high quality. Adequate time is provided for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. <i>Students generate questions and have opportunity to answer them (looking for HOT/DI in student generated questions). The majority of teacher questions are from higher levels of DOK/Blooms. Teacher gives adequate wait time for the student to either answer the question, ask teacher for clarity or to come back to them, or phone a friend. (Student determines adequate wait time by giving response.)</i>	
3.1.2 Discussion techniques <i>InTASC 4c</i>	Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.	Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results.	Teacher creates a genuine discussion among students, stepping aside when appropriate.	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. <i>Students have discussions in pairs and small groups. Once given a discussion topic, students participate in the discussion without teacher redirection and input (fly on the wall). Students do not simply answer a question, but bring new ideas and information to the discussion.</i>	
3.1.3 Student participation <i>InTASC 5e</i>	A few students dominate the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success.	Teacher successfully engages all students in the discussion.	Students themselves ensure that all voices are heard in the discussion. <i>Students are respectful to others even if they disagree. All students are given an opportunity to participate in the discussion.</i>	

Discuss

In your small group review FEE Domain 3 and discuss the following:

What is the same....

What is different

about the language of your current rubric?



Observational evidence...

A background image of a classroom with a blue overlay. It shows stacks of papers, a laptop, and potted plants on a desk.

COLLECTING EVIDENCE

Evidence is...

Specific and unbiased notes of what occurs during a classroom lesson:

- Scripting what the teacher says
- Scripting what the teacher does
- Scripting what the students say
- Scripting what the students do
- Copying wording from visuals used during the lesson
- Recording time segments of lesson

A solid red circle containing the text "Evidence Matters".

**Evidence
Matters**



FORMAL OBSERVATION PROCESS

Grounded in the instructional rubric:

Classroom Observation & Scoring the Lesson

- Observing the lesson to collect evidence
- Analyzing the evidence collected
- Assigning evidenced based scores

A background image of a classroom with a blue overlay. It shows stacks of papers, a potted plant, and a whiteboard.

OBSERVING CLASSROOM INSTRUCTION

- We will view a lesson
- **Script** what the teacher and students say and do (collecting low-inference notes)
- After viewing the lesson, we will **categorize** our evidence and **assign scores** using the instructional rubric for **Domain 3**

VIDEO LESSON



Kindergarten - Numbers That Make 10

CATEGORIZING EVIDENCE AND SCORING

- Review the evidence that you've collected
- Use the rubric to categorize each piece of evidence
- Remember the “rubric connections”...some evidence will fall under more than one indicator
- The rubric is not a checklist...ask yourself, “Do I have evidence to support each description?”
- Assign scores based on the preponderance of your evidence



INTER-RATER RELIABILITY

Inter-rater reliability is the process by which a team comes to consensus on the collection of evidence and assignment of scores based upon the instructional rubric.

**Share your evidence & scores with
your breakout group.**

Do we have a common understanding?



Which indicators/sections had a variety of scores in your group?

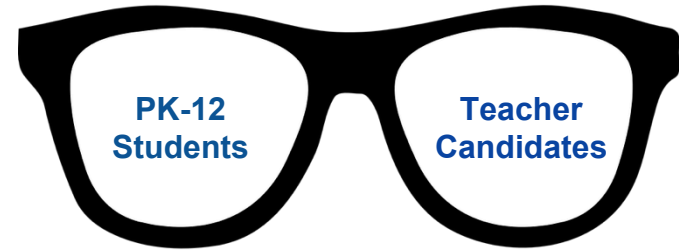
Did your group have a difference of opinion about what the indicators/sections meant?

What might observation & scoring look like in a virtual setting ?



Low Inference Evidence ...

- Provides a window into teaching and learning in the classroom.
- Supports the reinforcement (area of strength) and refinement (area of growth)
- Builds a foundation toward productive coaching conversations.



Building a System of Supportive Feedback

POP Cycle 1
Early in the Semester



The *Recruited
& Trained*
Mentor
Teacher



The Site
Coordinator

Formal Observation & Feedback
Mid-Semester



The Faculty
Member



The *Recruited
& Trained*
Mentor
Teacher

POP Cycle 2
End of the Semester



The Site
Coordinator



The Faculty
Member

A Model for Coaching & Support



The Faculty
Member



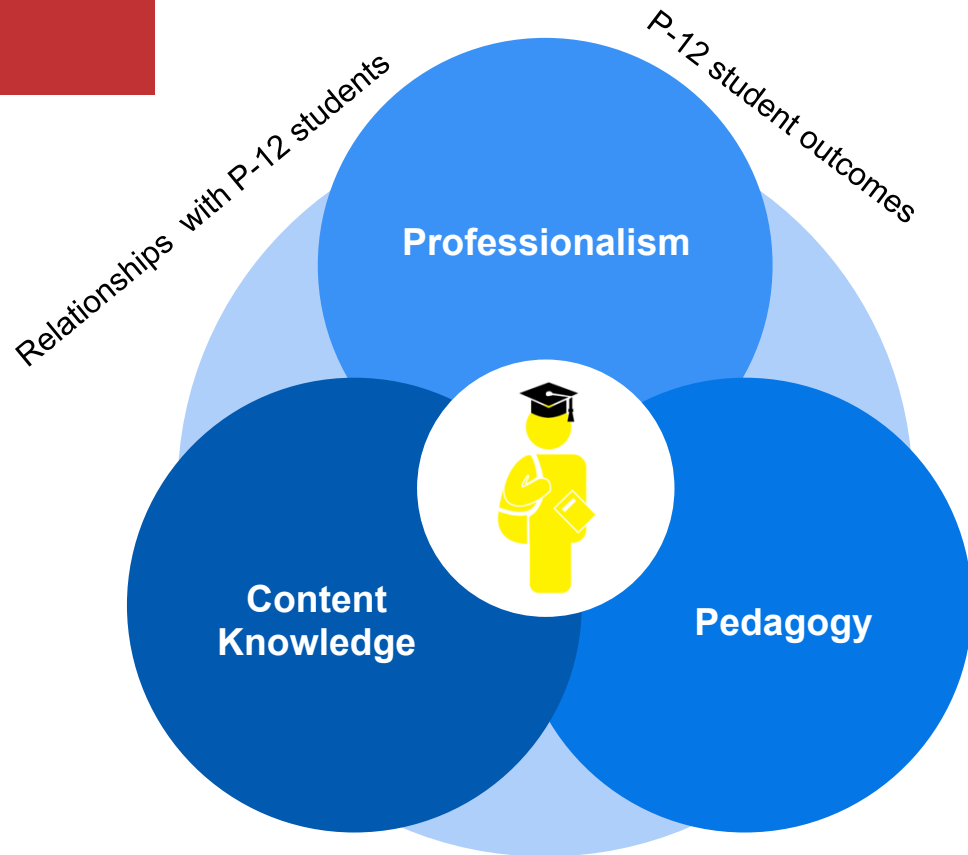
The *Recruited
& Trained*
Mentor Teacher



The Site
Coordinator



The School
Administrator





What new ideas did you learn?

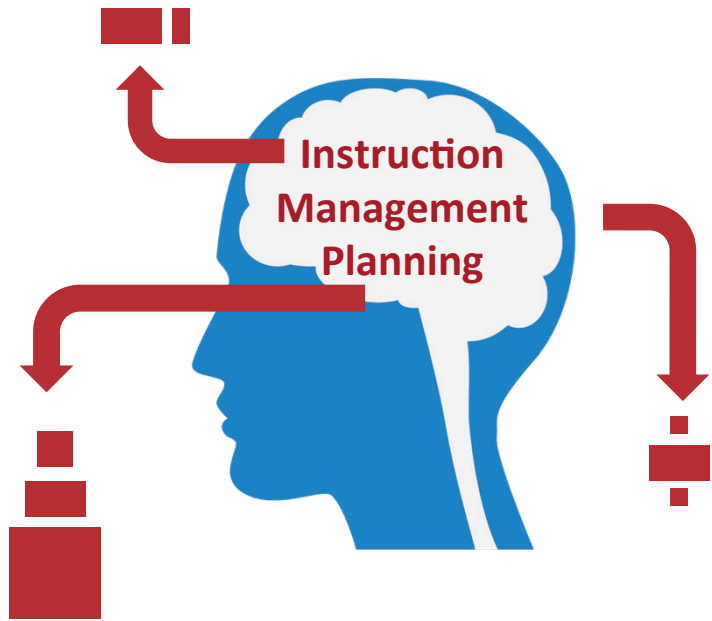
What is something you are still wondering about?



Feedback

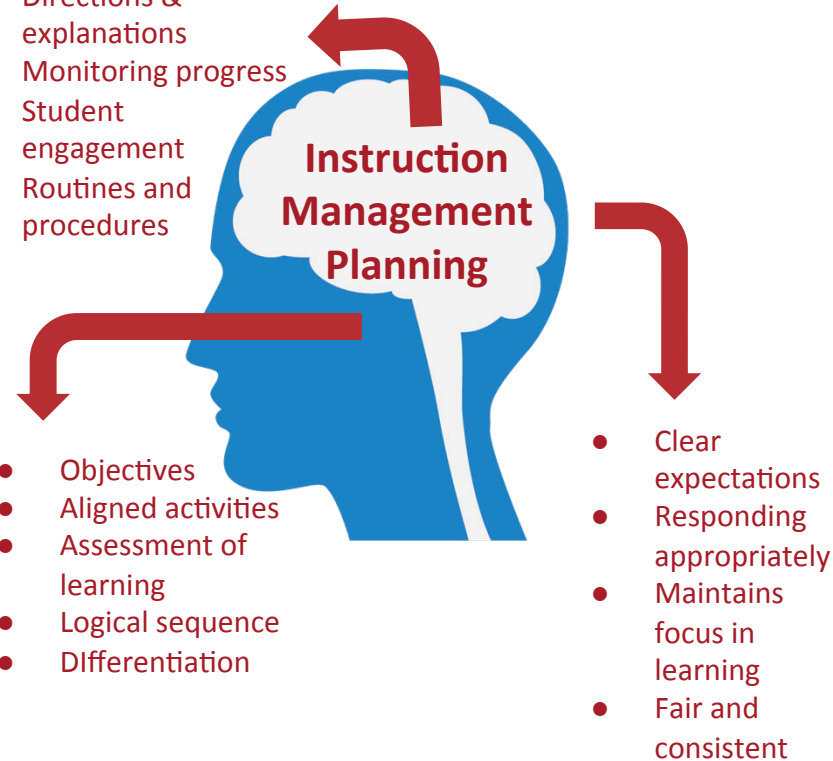


MT Meeting - Norming the FEE Part 1 Feedback



Entering
Teacher Candidate's Brain

- Directions & explanations
- Monitoring progress
- Student engagement
- Routines and procedures



Exiting
Teacher Candidate's Brain