

**POP Cycle Guide for Teacher Residents**

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| **Site Coordinator:** |  |
| **Teacher 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 Evaluator and 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** | * Collaborate with your Mentor Teacher to identify the standard/content for your lesson * Use the **MSU lesson plan template and backwards design** to plan your lesson * Complete an ***exemplar assessment sample with correct answers*** so everyone understands what knowledge and skills students should master by the end of the lesson * Prepare all materials required for lesson execution |
| **3. Pre-Conference** | * Read carefully the ‘**Pre-Conference Guide and Expectations’** document explaining expectations regarding your pre-conference. Bring all materials required and be prepared to discuss items as outlined in the document. (*Note: This is a professionalism expectation)* * You will be expected to record your face-to-face pre-conference and upload your file into the Swivel app (Instructions will be given to you prior to the meeting). * Be prepared to discuss your lesson plan, evaluation tool, assessment sample, and preliminary data on current student abilities with the Mentor Teacher and Evaluator. * Be prepared to discuss your most recent identified reinforcement (strength) and refinement (area for improvement). |
| **4. Lesson Delivery** | * You will be required to video your lesson. You will need to ensure the recording device is charged and ready. You may check out a Swivel and/or iPad from the DEP office if needed. * Deliver lesson while being observed & videoed * Collect all student work (*assessment artifacts*) for scoring and analysis * Ensure that your video is uploaded to the Swivel app |
| **5. Self-Evaluation** | * Complete the **Post-Conference Guide and Expectations** document (*below*) * View video * Use the **self-reflection scoring template** to identify your **self-selected performance summary (areas of reinforcement and refinement).** ***Be prepared to justify your selections based on: 1. Your recorded evidence and 2. The student achievement scores.*** * Self-identify possible ‘next steps’ for sustaining performance in your area of reinforcement and in improving performance in your area of refinement. * **Think**: What will the impact of these ‘next steps’ be on student achievement? |
| **6. Post-Conference** | * Read carefully the **Post-Conference Guide and Expectations** document (*below*) Bring all materials required and be prepared to discuss items as outlined in the document. (*Note: This is a professionalism expectation).* * The Post-Conference should also be videoed and uploaded in the Swivel app. |

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

Communicate directly with your Evaluator and/or 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:

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| --- | --- | --- | --- |
|  | **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**

Meet with your Mentor Teacher to identify the standard, outcome, and content to cover within your lesson. Plan and prepare your lesson plan using the backwards design model. Be prepared to submit your assessment with the correct answers as part of your pre-conference. Prepare all materials for your lesson.

**Step #3: Teacher Resident Pre-Conference Guide and Expectations**

**Pre-Conference Participants:**

**Date:** **Time:**

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

**Preparation**

|  |  |  |
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| **As part of your professional and academic responsibilities, please recall that it is mandatory that you bring all of the following to your pre-conference (anything that can be sent ahead of time to your Evaluator via email should be)** | 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 your evaluator*) |  |  |
| * *Be prepared to discuss all of the following related to your lesson plan:* |  |  |
| Standard(s), Objective(s), & Sub-Objectives |  |  |
| Assessment |  |  |
| Instructional Delivery |  |  |

**Standards and Outcomes**

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| **As you prepare to maximize this pre-conference opportunity, consider how you will address the following:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| Share the standard being utilized for lesson (# & verbiage) |  |
| Explain the standard(s) being utilized for lesson (*re: content /skills*) |  |
| * Share outcome(s) being utilized for lesson and analyze outcome(s), specifically explaining how the outcome’s verb and content align to the standard and whether or not the outcome is measureable. * *What will students know, understand, and/or be able to do at the end of this lesson?* |  |
| * Share outcomes being utilized for the lesson, specifically identifying each 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) |  |

**Assessment**

|  |  |
| --- | --- |
| **During the pre-conference, the evaluator will ask the teacher resident to:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| Show an exemplary assessment being utilized for lesson (Hard copy completed at the ‘Meets” level and/or correct answers. |  |
| Explain the alignment of assessment to outcomes (*With specific attention to verb(s)*) |  |
| Explain how you will informally assess (*i.e.: Check for understanding (CFU)),* throughout the lesson, prior to administering a final assessment |  |
| Explain how and why you will differentiate assessment(s) |  |

**Instructional Delivery**

|  |  |
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| **During the pre-conference, the evaluator will ask the teacher resident to:** | **Related notes to be taken during pre-conference –**  *(May be referenced at subsequent post-conference as needed/applicable)* |
| * Explain a recent refinement area and actions you are taking to improve in this area *(Note:* *Refinement may be from previous observation, Mentor, or self-selected)* |  |
| * 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 your refinement area within this lesson |  |
| * Rehearse (*model*), your plan for this area of refinement within this lesson |  |

**Step #4: Teach!!**

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| **Lesson Delivery** | * You will be required to video your lesson. You will need to ensure the recording device is charged and ready. You may check out a Swivel and/or iPad from the DEP office if needed. * Deliver lesson while being observed & videoed * Collect all student work (*assessment artifacts*) for scoring and analysis * Ensure that your video is uploaded to the Swivel app |

**Step #5: Teacher Resident Post-Conference Guide and Expectations**

**Post-Conference Participants:**

**Date:**

**Time:**

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

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| **Preparation** | As part of your professional and academic responsibilities, it is mandatory that you bring all of the following to your post-conference:   * Completed scoring template and self-reflection summary documents. *Note: Viewing your own video prior to the post-conference is compulsory.* * Email a copy of your self-scoring on the evaluation tool to the Evaluator prior to the post-conference (at least 12-24 hours prior to the post-conference.) * Evaluation rubric (Hard copy for each person attending the post-conference) * All student assessments- graded and sorted * Note taking document to record the reinforcements and refinements identified by your supervisor and the related next-steps for professional growth. |  |
| **Opening**  *(Self-Reflective Practitioner, Part 1)* | Within Step 1 of the post-conference, **ALL** of the following occur: **Evaluator asks TR to:**   * Share your ‘*overall* impressions’ of your lesson, based on your   a. Experience  b. Viewing and analysis of their video  c. Student mastery outcomes  *Based on my lesson delivery, the viewing of my video, and the reviewing of the student mastery outcomes, my ‘overall impressions’ of my lessons are:*   * Share student achievement data (# and percent of students at each achievement level) AND share student work samples and the analysis thereof   *The student outcomes from this lesson are: (# and mastery level).*  *Let me show you some student work samples as I explain observed misconceptions, errors, and trends.*  *Based on this analysis, my next steps for subsequent instruction include:* |  |
| **Teacher Resident identifies and justifies self-selected R+ & R-**  *(Self-Reflective Practitioner, Part 2)* | Within Step 2 of the post-conference, **ALL** of the following occur: **Evaluator asks TR to:**  a. Identify your self-selected **reinforcement** indicator  AND  b. Justify the selection with evidence(s)  *I have identified (insert) as my indicator for reinforcement. The evidence to support this selection includes*  *:*  **Evaluator asks TR to:**  a. Identify your self-selected **refinement** indicator  AND  b. Justify the selection with evidence(s)  *I have identified (insert) as my indicator for refinement. The evidence to support this selection includes:* |  |
| **Instructional Coaching**  Reinforcement Area | Within Step 3 of the post-conference, **ALL** of the following occur:  **Reinforcement**:   * Identify your reinforcement area and the next-steps to sustain your performance level within this indicator * Evaluator reveals their identified indicator/area of reinforcement via *(at evaluator’s discretion):*   a. Direct revelation or  b. Questioning leading TR to the same   * Evaluator verbally shares **3** documented, observable pieces of evidence to substantiate the reinforcement area identified * Evaluator and TR **(*where possible*)** identify *explicit*, *actionable* next-steps for sustaining performance within this indicator * **Evaluator and TR (collaboratively)** identify the manner in which sustaining these practices will positively impact   a. Student achievement and  b. Other indicators |  |
| **Instructional Coaching**  Refinement Area | Within Step 4 of the post-conference, **ALL** of the following occur:   * Evaluator reveals their identified indicator/area of refinement via *(at evaluator’s discretion):*   a. Direct revelation or,  b. Questioning leading TR to the same   * Evaluator verbally shares **3** documented, observable pieces of evidence to substantiate the refinement area identified * Evaluator and TR (***where possible***) identify *explicit*, *actionable* next-steps for improving/refining performance within this indicator * **Evaluator and TR (collaboratively)** identify the manner in which improving these practices will positively impact   a. Student achievement and  b. Other indicators |  |
| **Closing**  *(Self-Reflective Practitioner, Part 3)* | Within Step 5 of the post-conference, **ALL** of the following occur:  **Evaluator and TR** **to** **reiterate the identified indicators for this lesson:**   1. Reinforcement and the identified *actionable* next steps for sustaining performance within this indicator 2. Refinement and the identified *actionable* next steps for improving performance within this indicator  * Evaluator and TR reveal their scoring for all indicators *(Where applicable: TR shares their recorded evidence regarding any scores)* * Evaluator and TR share ‘Professionalism’ scoring and related next-steps. * TR 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)* * (✓Off) * 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** & **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)* * Connected to previous learning: * Expectations of student (\**academic & behavioral*) performance clear: * State standards 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** | * **S’s mostly well-behaved and on task**: * **TC establishes rules for learning and behavior:** * **(MSB) Techniques**: * Deals with **students who have caused disruptions:** * **Whole class redirect**: |  |

**Self-selected Performance Summary**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rs** | **Self-Identified**  **R Indicator** | **Evidence from video Observation:** | **Justification for this selection:** | **Next:** |
| **R+** |  | *(Cut & Paste evidence from chart above)* | ***Think***  Sustaining performance will impact:   * Student achievement by: * Other indicators by: | ***Think***  I will c*ontinue*: |
| **R-** |  | *(Cut & Paste evidence from chart above)* | ***Think***  Refining performance will impact:   * Student achievement by: * Other indicators by: | ***Think***  I can take the following steps to *improve* performance: |

**Step #6: 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**

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

Additional Notes:

**PA #3**

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

Additional Notes: