



The main goal of the focused observation is to give teacher candidates, cooperating teachers, and university supervisors the opportunity to have deeper, more meaningful conversations about teaching and learning.

The table below outlines the Focused Observation Protocol, which includes options for observing candidates in virtual classroom placements. The items in **bold** are the focus for the observation and will be entered into **Lime**. **Options are listed in order of preference with Synchronous Video Observation being the preference for all observations when possible.**

Clinical Practice I
<p>1.0 – Introductions &amp; Expectations*</p> <p>1.1 – <b>B1</b>: Respect and Rapport*</p> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Video (Live or Recorded) Observation</a></li> <li>• <a href="#">Coplanning</a></li> <li>• <a href="#">Professional Development Engagement</a></li> </ul> <p>1.2 – <b>B2</b>: Procedures</p> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Video (Live or Recorded) Observation</a></li> <li>• <a href="#">Coplanning</a></li> <li>• <a href="#">Professional Development Engagement</a></li> </ul> <p>1.3 – <b>B3</b>: Behavior</p> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Video (Live or Recorded) Observation</a></li> <li>• <a href="#">Coplanning</a></li> <li>• <a href="#">Professional Development Engagement</a></li> </ul> <p>1.4 – <b>B(all)</b></p> <p>Lesson plan submitted, <i>not scored</i></p> <ul style="list-style-type: none"> <li>• <a href="#">Instructional Video (Live or Recorded) Observation</a></li> </ul> <p><b>Disposition Evaluation</b></p> <p>* Items 1.0 &amp; 1.1 can be done in one visit</p>
Clinical Practice II
<p>2.1 – <b>B1, B2, C1, C3</b></p> <p>Lesson plan submitted, <i>not scored for lesson observation</i></p> <ul style="list-style-type: none"> <li>• Synchronous/Asynchronous Video Observation</li> <li>• Coplanning</li> <li>• Professional Development Engagement</li> </ul> <p>2.2 – <b>B3, C2, C4, D1</b></p> <p>Lesson plan submitted, <i>not scored</i></p> <ul style="list-style-type: none"> <li>• Synchronous/Asynchronous Video Observation</li> <li>• Coassessing</li> <li>• Professional Development Engagement</li> </ul>



### 2.3 – A(all), C5, C6, D2

Lesson plan submitted **and scored**

- Synchronous/Asynchronous Video Observation
- Coplanning
- Coassessing

### 2.4 – **Summative Evaluation** - scores based on overall skills, *not specific lessons*

- Synchronous/Asynchronous Video Observation

## Clinical Practice III

### 3.1 – TC identifies **1 skill**, US identifies **3 skills**

Lesson plan submitted, *not scored*

### 3.2 – A(all), TC identifies **2 skills**, C5, C6

Lesson plan submitted, **and scored**

### 3.3 – TC identifies **3 skills**, US identifies **1 skill**

Lesson plan submitted, *not scored*

### 3.4 – **Summative Evaluation** - scores based on overall skills, *not specific lessons*

**Induction Plan**

## Clinical Practice III (Fall 2020 only)

### 3.0 – Introductions & Expectations

### 3.1 – B1, C1, C3

Lesson plan outline submitted, *not scored*

- [Instructional Video \(Live or Recorded\) Observation](#)
- [Coplanning](#)

### 3.2 – C2, C4, B2, B3

Lesson plan outline submitted, *not scored*

- [Instructional Video \(Live or Recorded\) Observation](#)
- [Coassessing](#)
- [Professional Development Engagement](#)

### 3.3 – A1, A3, C5, C6

Full lesson plan submitted, *and scored*

- [Instructional Video \(Live or Recorded\) Observation](#)
- [Coplanning](#)

### 3.4 – **Induction Transition Plan** - TC/US collaborate to choose focus for informal observation

- Synchronous/Asynchronous Video Observation

This protocol is the *minimum number* of observations and the *minimum number* of prioritized skills evaluated. Additional observations or evaluation of prioritized skills may be completed as needed.



### INSTRUCTIONAL VIDEO OBSERVATION OPTION

#### OVERVIEW

This “observation” option asks that the university supervisor observe a synchronous or asynchronous instructional video/lesson, providing feedback to the teacher candidate.

This observation option is the **preferred option for all observations**. This observation can take place when the teacher candidate is providing online instruction via a synchronous class session OR the teacher candidate has prepared an asynchronous instructional video/lesson. Below are examples that would fit this option:

- Synchronous instruction examples
  - Lesson via Zoom
  - Lesson via Google Meet

If a synchronous instruction observation is not possible, asynchronous instruction sessions may be used, but may require additional material to be sent to the US in order to gauge engagement with the lesson and how students interact with the candidate and each other.

- Asynchronous instruction examples (recommended no more than 10 minutes in length)
  - Narrated PowerPoint/Google Slides with embedded Google Form
  - Pre-recorded read aloud
  - Pre-recorded teacher modeling of a reading strategy or science lab
  - Screencast of virtual manipulatives/math lesson

#### STEPS FOR COMPLETING

- The university supervisor reaches out to the teacher candidate to schedule a time to observe a synchronous or asynchronous instructional video/lesson
- The teacher candidate answers the guiding questions in the Planning and Preparation section of the observation form and provides this to the university supervisor at least 48 hours prior to the observation.
- If a lesson plan will not be scored as part of this observation, the university supervisor may request one of the following to provide lesson context:
  - Lesson summary/brief overview of the online lesson (e.g., lesson objective, instructional steps, supports for learners)
  - PowerPoint/Slidedeck and other instructional materials
- The university supervisor observes the instructional video/lesson, using the observation form to collect evidence and take notes.
- If the teacher candidate is providing online instruction via an asynchronous instructional video/lesson, the university supervisor may request to see samples of student work, evidence of the candidate’s interaction with students, or other artifacts for more robust evidence of skills.
- The candidate answers the guiding questions in the Professional Responsibilities - Reflection portion of the observation form and provides this to the supervisor.
- The supervisor meets with the teacher candidate for a post-observation conference
  - 10-15 minutes in length (Via zoom or phone)



- The cooperating teacher can be invited to join, but this **IS NOT** required
  - Questions from the corresponding observation form guide the post-observation conference
- The university supervisor emails the completed observation form to the teacher candidate, cooperating teacher, and discipline-specific advisor (SS only)
  - The observation form can include evidence from the observation as well as a summary of the post-observation conference
- The university supervisor submits the observation form to Lime

### RESOURCES

- Lime submission link (for university supervisors only - COMING SOON)
- [Resources & Tools for Teaching Online](#)



### **COPLANNING OBSERVATION OPTION**

#### **OVERVIEW**

This “observation” option asks that the teacher candidate and cooperating teacher (preferred) OR university supervisor meet via zoom to engage in coplanning for an upcoming lesson. **The identified prioritized skill for this observation must be highlighted in the coplanning session.**

The goal is for the teacher candidate and cooperating teacher/university supervisor to engage in planning together, reflecting upon lesson effectiveness prior to teaching the lesson. The teacher candidate and cooperating teacher/university supervisor will determine the focus of this curriculum development (e.g., planning a lesson, developing an instructional material, etc.) however, **the candidate will be expected to demonstrate the identified prioritized skill(s) during the coplanning session.**

#### **STEPS FOR COMPLETING**

- The teacher candidate schedules a future coplanning session with the cooperating teacher/university supervisor and collaboratively sets an agenda/focus prior to this coplanning session.
- The teacher candidate answers the guiding questions in the Planning and Preparation section of the observation form and provides this to the university supervisor 48 hours prior to observation.
- If coplanning with the cooperating teacher, the teacher candidate can either invite the university supervisor to join the coplanning session, or can record the session (with cooperating teacher approval) and share with the university supervisor at a later time.
- The teacher candidate and cooperating teacher/university supervisor meet for ~20-30 minutes to coplan.
- The university supervisor observes coplanning sessions, using the observation form to collect evidence and take notes. **It is extremely important the university supervisor only provides feedback on the candidate’s skills, not the cooperating teacher.**
- The teacher candidate answers the questions in the Professional Responsibilities - reflection section of the observation form and provides this to the university supervisor.
- The supervisor meets with the teacher candidate for a post-observation conference
  - ~10-15 minutes in length (via Zoom or phone)
  - Questions from the corresponding observation form guide the post-observation conference
  - The university supervisor emails the completed observation form to the teacher candidate and discipline-specific advisor (SS only)
  - The university supervisor submits the observation form to Lime

#### **RESOURCES**

- Lime submission link (for university supervisors only - COMING SOON)
- Resources for coplanning: [Coplanning Implementation Tool](#); [10 Tips for Coplanning Efficiently](#); [Coplanning Session Structure](#); Coplanning newsletters ([Part I](#), [II](#), [III](#))



### COASSESSING OBSERVATION OPTION

#### OVERVIEW

This “observation” option asks that the teacher candidate and cooperating teacher OR university supervisor meet via zoom to engage in coassessing, analyzing student work samples for evidence of student learning. Coassessing with the cooperating teacher is preferred over coassessing with the university supervisor.

This observation option is most appropriate when the teacher candidate is assessing online student learning. The goal is for the teacher candidate and cooperating teacher/university supervisor to engage in analysis of student work samples together, reflecting on student learning, lesson effectiveness, and next steps for instruction.

#### STEPS FOR COMPLETING

- The teacher candidate schedules a future coassessing session with the cooperating teacher/university supervisor and collaboratively sets an agenda/focus prior to this coassessing session.
- The teacher candidate answers the guiding questions in the Planning and Preparation section of the observation form and provides this to the university supervisor 48 hours prior to observation.
- If coassessing with university supervisor, the teacher candidate collects student work samples, removes identifying information, and shares the work samples with the university supervisor
- The teacher candidate and cooperating teacher/university supervisor meet for ~20-30 mins to collaboratively analyze student work samples, reflect on student learning, and determine next steps for instruction
- The university supervisor observes coassessing session, using the observation form to collect evidence and take notes. **It is extremely important the university supervisor only provides feedback on the candidate’s skills, not those of the cooperating teacher.**
- The teacher candidate fills out the Professional Responsibilities-Reflection section of the observation form and provides this to the university supervisor
- The supervisor meets with the teacher candidate for a post-observation conference
  - ~10-15 minutes in length (via Zoom or phone)
  - Questions from the corresponding observation form guide the post-observation conference
  - The university supervisor emails the completed observation form to the teacher candidate and discipline-specific advisor (SS only)
  - The university supervisor submits the observation form to Lime

#### RESOURCES

- Lime submission link (for university supervisors only - (COMING SOON))
- Resources for Coassessing: [Coassessing Implementation Tool](#); [10 Tips for Coassessing Efficiently](#); [Coassessing Session Structure](#); Coassessing newsletters ([Part I](#) & [II](#))

# CAL POLY SCHOOL *of* EDUCATION

Teacher Education Observation Protocol



**CAL POLY**  
School *of* Education

**PROFESSIONAL DEVELOPMENT OBSERVATION OPTION****OVERVIEW**

This “observation” option asks that the university supervisor facilitate a zoom session with the teacher candidate in which professional learning goals are determined, and the university supervisor and teacher candidate engage in a common reading, webinar, module, and/or course attendance to support the professional growth of both.

This observation is most appropriate when the teacher candidate has a limited role in online teaching and may only be used once in a quarter. The focus of the identified professional development activity must be the identified prioritized skills for that observation. Below are a few examples that would fit this option:

- Reading examples
  - Readings shared at university supervisor workshops (if the teacher candidate has not already read for a course)
  - Readings suggested by the School of Education (faculty, staff, director)
  - Specific sections of SOE-recommended books
- **Webinar examples**
  - Webinars suggested in bulletins/emails from the School of Education or College of Science & Math
  - Professional organization webinars (e.g., ASCD, Teaching Tolerance)
- **Module examples**
  - SOE prioritized skill modules
  - Links to additional readings and/or videos found in SOE modules
- Course attendance examples
  - Seminar courses
  - Methods courses

**STEPS FOR COMPLETING**

- The university supervisor determines WITH the teacher candidate the type of professional development activity (e.g., article, webinar, module)
  - If the selected activity is course attendance, the teacher candidate emails the course instructor for approval and to discuss scheduling
- The teacher candidate and university supervisor schedule a date for discussion of the professional growth topic
  - The teacher candidate answers the guiding questions in the Planning and Preparation section of the observation form and provides this to the university supervisor 48 hours prior to “observation.”
- The teacher candidate and university supervisor take reference notes while independently completing the activity
- The teacher candidate and university supervisor meet on the predetermined date for a post-reading conference (~20-30 minutes)





- Questions from the corresponding observation form guide the post-observation conference
  - The university supervisor uses the observation form to collect evidence and take notes
- The teacher candidate fills out the Professional Responsibilities-Reflection section of the observation form and provides this to the university supervisor
- The university supervisor emails the completed observation form to the teacher candidate and discipline-specific advisor (SS only)
- The university supervisor submits the observation form to Lime

### RESOURCES

- **Lime submission link (for university supervisors only COMING SOON)**
- **Webinars/Conferences**
  - [ASCD webinars](#)
  - [Teaching Tolerance webinars](#)
  - [Prioritized skills learning modules](#)