

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. The items in **bold** are the focus for that particular observation and will be entered into **Lime**. **Note: An observation can consist of a lesson taught in-person or online and can be viewed by the supervisor live or as a recording.**

Clinical Practice I
<p>1.0 – Introductions & Expectations*</p> <p>1.1 – B1: Respect and Rapport*</p> <p>1.2 – B2: Procedures</p> <p>1.3 – B3: Behavior</p> <p>1.4 – B(all)</p> <p style="padding-left: 20px;">Disposition Evaluation</p> <p style="padding-left: 20px;">Lesson plan submitted, <i>not scored</i></p> <p style="text-align: center; margin-top: 20px;">* Items 1.0 & 1.1 can be done in one visit</p>
Clinical Practice II
<p>2.1 – B1, B2, C1, C3</p> <p style="padding-left: 20px;">Lesson plan submitted, <i>not scored</i></p> <p>2.2 – B3, C2, C4, D1</p> <p style="padding-left: 20px;">Lesson plan submitted, <i>not scored</i></p> <p>2.3 – A(all), C5, C6, D2</p> <p style="padding-left: 20px;">Lesson plan submitted and scored</p> <p>2.4 – Summative Evaluation - scores based on overall skills, <i>not specific lessons</i></p>
Clinical Practice III
<p>3.1 – TC identifies 1 skill, US identifies 3 skills</p> <p style="padding-left: 20px;">Lesson plan submitted, <i>not scored</i></p> <p>3.2 – A(all), TC identifies 2 skills, C5, C6</p> <p style="padding-left: 20px;">Lesson plan submitted, and scored</p> <p>3.3 – TC identifies 3 skills, US identifies 1 skill</p> <p style="padding-left: 20px;">Lesson plan submitted, <i>not scored</i></p> <p>3.4 – Summative Evaluation - scores based on overall skills, <i>not specific lessons</i></p> <p style="text-align: center;">Induction Plan</p>

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.

FOCUSED OBSERVATION OVERVIEW

An opportunity for teacher candidates, cooperating teachers, and university supervisors to implement a thoughtful, focused, and streamlined observation protocol. Focused observations are designed for deeper conversations to meet the unique needs of each candidate's placement and skill sets. Teacher candidates assume ownership of their own development as educators. Focused observations can consist of a lesson taught in-person or online and can be viewed by the supervisor live or as a recording

Clinical Practice I - Classroom Environment

- Strategies for teacher candidates to develop skills that focus on respect and rapport, built on a foundation of inclusivity and equity in a diverse classroom setting with the guidance of the cooperating teachers and university supervisors
- University supervisors observe and give feedback on all Domain B: Classroom Environment (B1, B2, B3) throughout the quarter
- Emphasis on using the rubric for reflection and self-evaluation
- Triad collaboratively completes dispositional assessment

Clinical Practice II – Planning, Environment, Instruction, Professionalism

- Strategies for teacher candidates to develop skills in all aspects of becoming an educator with the guidance of their cooperating teachers and university supervisors
- University supervisors observe and provide feedback on all prioritized skills (Domains A-D) throughout the quarter
- Emphasis on using the rubric for reflection and self-evaluation
- Triad collaboratively completes summative evaluation

Clinical Practice III - Planning, Environment, Instruction, Professionalism (becoming a reflective practitioner)

- Strategies for teacher candidates to select prioritized skills based on personal needs and growths
- University supervisors observe and provide feedback on selected prioritized skills throughout the quarter
- Emphasis on using the rubric for reflection and self-evaluation
- Teacher candidates, cooperating teachers, and university supervisors collaboratively complete summative evaluation and induction plan.

FOCUSED OBSERVATION OPTIONS

If flexibility is needed in using the observation form and focused observation protocol, the School of Education has developed observation options that can be used at the discretion of the university supervisor and teacher candidate when a "typical" observation may not be possible. All options can be completed without the cooperating teacher's participation. In addition, a lesson plan **will not** be submitted if one of these options is selected. Below are these options with links to the description and observation form for each:

- Coplanning ([description](#), [form](#))
- Coassessing ([description](#), [form](#))
- Professional development ([description](#), [form](#))

OBSERVATION PROTOCOL

- Observation feedback will be based on one discrete lesson. Evidence collected and scores assigned should be based solely on the specific lesson observed.
- Observations will consist of specific, concrete **evidence** (e.g., question was answered by the first student to raise a hand, no wait time provided) rather than more interpretive (e.g., only one student knew the answer), subjective (e.g., check for understanding was ineffective), or motivational statements (e.g., good idea to check for understanding).
- Assigned scores will be based on **rubric guidelines**, which include the following four performance levels: **Not Demonstrated (ND)**, **Partially Demonstrated (PD)**, **Demonstrated (D)**, and **Demonstrated with Distinction (DD)**. **Partially Demonstrated** is a basic level, which is completely appropriate for a pre-service teacher. **Demonstrated** is the goal for pre-service teachers approaching the end of the clinical experience. **Not Demonstrated** is possible and should be assigned if warranted by the lesson. **Demonstrated with Distinction** is a high bar even for experienced teachers. **For 20/21 AY, Demonstrated with Distinction is not applicable.**

Lesson Plan Evaluation:

- Teacher candidate emails lesson plan to university supervisor at least 24 hours prior to observation.
- University supervisor will evaluate the lesson plan based on the rubric guidelines where indicated in the focused observation protocol. If university supervisor has questions or concerns, they may connect with teacher candidate prior to observation.
- Scores for this section are assigned before the observation. For observations in which lesson plans are not scored, university supervisor may provide formative feedback.

OBSERVATION EVALUATION

- Evidence will be gathered during the observation according to the Teacher Education Observation Protocol.
- This protocol specifies the minimum number of observations and the minimum number prioritized skills evaluated. Additional observations may need to be completed.
- During the post conference the teacher candidate will reflect on their lesson.
 - Using the Observation Rubric, the teacher candidate will identify the evidence from the lesson to highlight the level of proficiency.
 - The teacher candidate will share their perspective on how the lesson went and ways they might change the lesson in the future.
- After allowing time for the teacher candidate to reflect, the university supervisor will then share their own observations and insight.
- Ideally, the post-observation conference will occur immediately following the observation. If this isn't possible, the teacher candidate should be contacted by the university supervisor within the next 24 hours either via phone, email, **or zoom**.
- As needed, the university supervisor will address any additional prioritized skills.

POST OBSERVATION (WITHIN 48 HOURS FOLLOWING THE OBSERVATION)

- University supervisor will **assign scores** based on evidence collected.
- **2-3 areas of strength and 2-3 areas for growth** will be highlighted. These are specific and based on evidence from the lesson.
- University supervisor **will email** completed Observation Form to the teacher candidate and cooperating teacher.
- University supervisor **will submit data** to Lime (rationale only required for scores of **Not Demonstrated**). If additional prioritized skills were evaluated, that information shall be provided in the comment section. The completed observation form must be **uploaded**.

DISPOSITION EVALUATION: CLINICAL PRACTICE I

Patterns that emerge in teacher preparation are likely to be present in classroom teaching. As an institution that recommends candidates for teaching credentials, it is our professional and ethical responsibility to use our best judgment and distinct observation to identify and evaluate the dispositions of teacher candidates.

- At the conclusion of Clinical Practice I, university supervisors will evaluate teacher candidates' dispositions, with input from cooperating teachers, and teacher candidates will self-evaluate.
- After reviewing this evaluation with the teacher candidate, the university supervisor will submit the data into Lime.
- Throughout the program, teacher candidates are expected to meet the middle level indicator for each dispositional item, in order to graduate from the program. If the teacher candidate receives the lowest level on any one item, the university supervisor will notify the program coordinator and the clinical practice coordinator.
- Interim dispositional assessments will only occur if a university instructor and/or staff, university supervisor or cooperating teacher believes there is a dispositional issue and teacher candidates will be notified by a Disposition Check. This notification may occur in person or via email. The program coordinator will also receive notification of the Disposition Check. Teacher candidates may be removed from placements and/or the program at any time due to dispositional issues.

SUMMATIVE EVALUATION: CLINICAL PRACTICE II & III

The Summative Evaluation provides an opportunity for teacher candidates, cooperating teachers, and university supervisors to review, collaborate, and discuss candidates' progress on the seventeen prioritized skills.

- Prior to the evaluation meeting the cooperating teacher and teacher candidate will:
 - Examine and become familiar with the Teacher Education Observation Evaluation form
 - Utilize SOE Rubric and Domain Examples for scoring the summative evaluation
 - Utilize previous Observation Evaluation Forms for scoring/evidence
 - Complete a draft of the Summative Evaluation
- The university supervisor will observe the teacher candidate, noting any additional evidence of proficiency as necessary.
- During the evaluation meeting, the cooperating teacher, teacher candidate, and university supervisor will discuss, collaborate and come to consensus on all scores.
- Based on the consensus, the university supervisor will submit the completed form to Lime and email to teacher candidate and cooperating teacher.

INDUCTION PLAN: CLINICAL PRACTICE III

The teacher candidate will assume a leadership role in creating this document.

Procedures for CPIII:

- Teacher candidate will review all previous Teacher Education Observation Forms.
- Teacher candidate will identify three areas of strength and three areas for growth, providing evidence for each. University supervisor and cooperating teacher may provide assistance.
- Teacher candidate will provide corresponding TPEs.
- Teacher candidate will share completed document electronically or in person for cooperating teacher and university supervisor feedback.
- Teacher candidate will retain a copy for first teaching assignment.
- University supervisor will upload document to LIME.

MEMO OF CONCERN & ACTION PLAN PROCESS

When a concern is identified regarding a student in a School of Education program (e.g. low GPA, disposition concern, etc.), the coordinator of the appropriate program will be notified in writing. This notification may come from a faculty member, cooperating teacher/fieldwork mentor, site administrator, university supervisor, or other responsible party.

Once written notification is received by the program coordinator, they will conduct an investigation of the concern. This may include, but is not limited to, calling a meeting to discuss the issue with faculty, the student, or other parties as deemed appropriate by the coordinator. If it is determined to be a valid concern, the coordinator will send a “Memo of Concern” to the student and a copy of the letter will be given to the Director of the School of Education and the credential office. The letter will include the following:

- Statement of the concern
- Actions to be taken to address the concern
- Timeline for completing actions
- Possible outcomes:
 - Continuance in program
 - Additional action to be taken
 - Dismissal from program