

A close-up photograph of a blue pine branch with fine, needle-like leaves. The branch is positioned diagonally across the frame. A semi-transparent dark grey diagonal band runs from the bottom left towards the top right, serving as a background for the text.

Cal Poly:SOE University Supervisor Workshop

December 4, 2020

Agenda

9:00-9:20 Welcome & Opening Activity-Mindfulness

9:20-9:50 Details & Logistics for Winter Quarter

9:50-9:55 Domain A Subcommittee presentation

9:55-10:10 Breakout Rooms to discuss

10:10-10:15 Whole group sharing

10 minute BREAK

10:25-11:00 New Winter Observation Option: GoReact Modeling

11:00-11:15 Breakout Rooms to discuss

11:15-11:25 Whole group sharing

11:25-11:30 Teacher Candidate Video

11:30-12:00 Optional Program Breakouts

Mindfulness

Why do mindfulness?

You receive a lot of stimulus, as do your students. The goal of mindfulness exercises are to get you "physically, emotionally, and cognitively in the now" says, Nancy Lourié Markowitz, executive director of the Center for Teaching and Teaching the Whole Child.

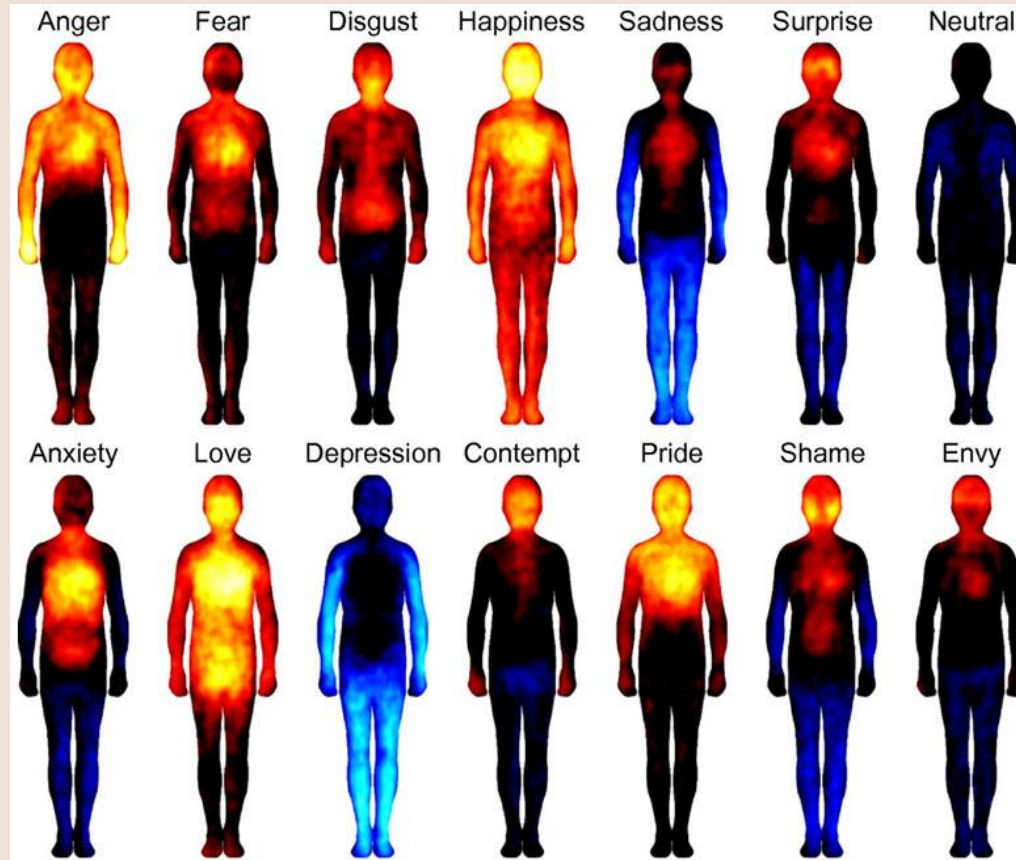
In the classroom (be it in-person or online) mindfulness, as defined by the authors of the book, *Teaching with a Social, Emotional, and Cultural Lens* "supports self-management, self-awareness, and fosters self-reflection." The authors go on to explain that mindfulness in the classroom can help us:

- pay attention
- calm down when upset
- make good choices
- regulate our emotions
- focus
- when we need a break



Image by [TuendeBede](#) from [Pixabay](#)

Map of Emotions



"Bodily maps of emotions." Lauri Nummenmaa, Enrico Glereana, Riitta Harib, and Jari K. Hietanen. Department of Biomedical Engineering and Computational Science and Brain Research Unit, O. V. Lounasmaa Laboratory, School of Science, Aalto University, FI-00076, Espoo, Finland; Turku PET Centre, University of Turku, FI-20521, Turku, Finland; and Human Information Processing Laboratory, School of Social Sciences and Humanities, University of Tampere, FI-33014, Tampere, Finland

Mindfulness Minute - STILL OWL

“Quiet Your Cleverness”

(As always, mute your mic and/or darken your screen if you like)

Sit up, back straight like an owl perched in a tree.

Eyes closed. Quiet mind.

Take a few deep breaths in and out, but hold the silence.

Breath in. This time when you exhale, pretend your air is
filling the sky with a bright **purple air**.

One more time...

What does it feels to be completely still?

What shade of **purple** do you imagine when you exhale?



Mindfulness Minute - STORM STRONG

(As always, mute your mic and/or darken your screen if you like)

Sit comfortably, back straight. Take a few deep breaths. Close your eyes.

Say it out loud (or in your mind)

Like a storm rolling through the mountains you are a force.

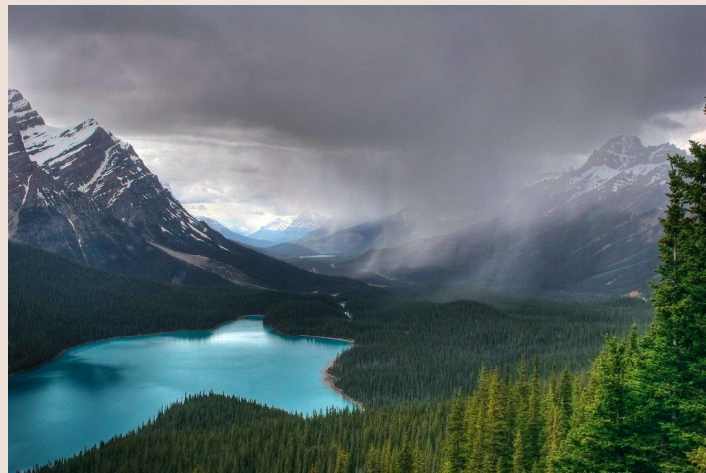
JUST LIKE THE STORM. I AM STRONG.

Breath in again.

JUST LIKE THE STORM. I AM STRONG.

One more time. Breath in again.

JUST LIKE THE STORM. I AM STRONG.



**What makes you feel strong today?
When you feel strong, what does it look like?
When you don't feel strong, what do you do?**

Winter Quarter Logistics

ALL observations will be conducted
remotely in winter quarter regardless
of K-12 school instruction model

District Re-openings & Teacher Candidate Placements

- School sites that have brought students back to campus will stay open unless a significant number of positive COVID cases are reported *at that site*.
- Schools that have not brought students back to campus will remain in distance learning only until the county remains in the 'Red Tier' for two consecutive weeks.
- Districts will not be required to close all schools unless 25% or more of *their sites* have been closed due to COVID.

Focused Observation Protocol: Review

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

- 1.0 – Introductions & Expectations*
- 1.1 – B1: Respect and Rapport*
- 1.2 – B2: Procedures
- 1.3 – B3: Behavior
- 1.4 – B(all)
 - Disposition Evaluation
 - Lesson plan submitted, *not scored*

* Items 1.0 & 1.1 can be done in one visit

Clinical Practice II

- 2.1 – B1, B2, C1, C3
 - Lesson plan submitted, *not scored*
- 2.2 – B3, C2, C4, D1
 - Lesson plan submitted, *not scored*
- 2.3 – A(all), C5, C6, D2
 - Lesson plan submitted *and scored*
- 2.4 – Summative Evaluation - scores based on overall skills, *not specific lessons*

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

Focused Observation Protocol Continued

Teacher Candidate:	School:	Date:
Cooperating Teacher:	Lesson Topic:	Grade Level:
University Supervisor:	___ Summative (2.4 & 3.4) ___ Formative (All Others)	Observation #:

ND = Not Demonstrated

PD = Partially Demonstrated

D = Demonstrated

DD = Demonstrated with Distinction **(NA for 20/21 AY)**

Obs. #	A. PLANNING AND PREPARATION	Rating	Evidence
2.3 2.4 3.2 3.4	A1. Knowledge of Students - TC acquires knowledge of how all Ss learn – ways of learning, knowledge & skills, special needs, interests, & cultural identities – and plans <u>lesson</u> accordingly; TC understands that Ss learn through developmentally-appropriate & active engagement. <i>TPE 1, UDL</i>		
2.3 2.4 3.2 3.4	A2. Setting Instructional Outcomes - Most outcomes represent high expectations/rigor & are clear, measurable, aligned w/ standards, & suitable for most Ss. <i>TPE 3, 4, UDL</i>		
2.3 2.4 3.2 3.4	A3. Designing Coherent Instruction - Most learning activities align with learning outcomes & follow an organized progression; Ss engage in cognitive activities with evidence of UDL; groupings & time allocations appropriate. <i>TPE 1, 3, 4, UDL</i>		
2.3 2.4 3.2 3.4	A4. Designing Student Assessment – Formative assessments match instructional outcomes; clear criteria provided & appropriately designed assessments implemented. <i>TPE 5</i>		
2.3 2.4 3.2 3.4	A5. Supporting Emergent Bilinguals - ELD standards align w/ & support lesson outcomes, assessments, & instructional activities; some attempt to draw on home language, culture, and/or prior knowledge; whole-class scaffolds support academic language production & content engagement. <i>TPE 1</i>		
2.3 2.4 3.2 3.4	A6. Supporting Students w/ Disabilities – Evidence-based instructional methods included that support individualized needs of Ss w/ disabilities & fully address IEP/504 accommodations & modifications & provide access to grade-aligned instruction. <i>TPE 1</i>		

Winter Quarter: Observation Options

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.

- Coplanning
- Coassessing
- Professional development

Observation Options Continued



ND - Not Demonstrated

PD - Partially Demonstrated

D - Demonstrated

PLANNING AND PREPARATION

Guiding Questions (TC completes PRIOR to observation)

- How did you select the topic and objective for coplanning?
- What do you hope to learn or gain by participating in coplanning?

Coplanned| lesson topic:

CLASSROOM ENVIRONMENT

Rating

Guiding Questions (US copies and pastes prioritized skill(s) and guiding question(s) from below according to the observation number)

[Skill]:

Evidence:

[Skill]:

→ [US insert Skill: Question]

[Skill]:

[Skill]:

→ [US insert Skill: Question]

Notes:

INSTRUCTION

Rating

Guiding Questions (US copies and pastes prioritized skill(s) and guiding question(s) from below according to the observation number)

[Skill]:

Evidence:

[Skill]:

→ [US insert Skill: Question]

[Skill]:

[Skill]:

→ [US insert Skill: Question]

Notes:

Observation Options Continued

CLASSROOM ENVIRONMENT

Guiding Questions

- **B1: Respect and Rapport:** On which respect and rapport skills did you focus during your planning? How will that be evident in the lesson? (*TPE 2*)
- **B2 - Procedures:** On which classroom procedures did you focus your planning? How will this be evident in the lesson? (*TPE 2*)
- **B3 - Managing Student Behavior:** In what ways did this coplanning address student behavior? How will this be evident in the lesson? (*TPE 2*)

INSTRUCTION

Guiding Questions

- **C1 - Communication with Students:** How will this coplanning enhance the effectiveness of your communication with students? How will it improve the clarity of instruction and procedures? (*TPE 1, 3, UDL*)
- **C2 - Using Questioning:** What questions will promote student thinking and justification of that thinking? How can students engage in formulating their own questions and discussion of content? (*TPE 5*)
- **C3 - Engaging Students in Learning:** How will the structure of the lesson engage students in learning? In which specific ways will you engage students? (hooks, multiple ways for involving students with options, pacing) (*TPE 1, UDL*)
- **C4 - Using Assessment in Instruction:** How will you monitor learning and allow student response to adjust instruction? How will the summative assessment inform follow-up instruction? (*TPE 5, UDL*)
- **C5 - Supporting Emergent Bilingual Students:** In which specific ways did this coplanning session enhance your ability to support emergent bilingual students? (strategies/ tools/ resources) (*TPE 1*)
- **C6 - Supporting Students with Disabilities:** In which specific ways did this coplanning session enhance your ability to support students with IEPs/504s? (strategies/ tools/ resources) (*TPE 1*)

Domain A: Subcommittee presentation

Task: Create examples of “looks like” for all criteria in Domain A on SOE Observation Rubric for use by university supervisors as they support teacher candidates in clinical practice.

Timeline: Summer & Fall 2020

Supervisor Working Team: Susie Adams, Pam Toner, Margaret Ontiveros, Renae Mattson

Special thanks: Megan Guise, Briana Ronan, Leah Wood, Courtney Moore

Highlights of Domain A Rubric Examples

Exploring A2: Setting Instructional Outcomes

- Thinking back to the rubric examples for B & C, what appears different about A2 rubric examples?
- In Level 4 what distinguishes the example below the line?
(Hint: It's a prevalent feature in Level 4 of Domains B & C)
- What grade level/content specific examples would you suggest for an addendum? We'd love to discuss your ideas at optional coffee chats.

A2. SETTING INSTRUCTIONAL OUTCOMES *TPE 3, 4, UDL*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> Outcomes represent low expectations/ lack of rigor All outcomes are unclear Outcomes are not measurable Outcomes are poorly aligned with content standards All outcomes are not suitable for most Ss 	<ul style="list-style-type: none"> Outcomes represent moderate expectations/ rigor Some outcomes are unclear Some outcomes are not measurable Outcomes are somewhat aligned with content standards Some outcomes are suitable for most Ss 	<ul style="list-style-type: none"> Most outcomes represent high expectations/ rigor Most outcomes are clear Most outcomes are measurable Most outcomes are aligned with content standards Most outcomes are suitable for most Ss 	<ul style="list-style-type: none"> All outcomes represent high expectations/ rigor All outcomes are clear All outcomes are measurable All outcomes are aligned with content standards All outcomes are suitable for Ss with differentiation/ flexibility for individual Ss
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> Outcomes provide no cognitive challenge (e.g., Ss mostly passive during lesson; Ss are occasionally asked to recall facts) Outcomes are absent or vague (e.g., “Ss will listen or watch”) Activities lack measurable outcomes & assessment (e.g., no end product to measure) No relevant standard identified that aligns with the outcome (e.g., reading outcomes for a writing standard) Outcomes too difficult/ too easy for most Ss (e.g., no flexibility for learning differences) 	<ul style="list-style-type: none"> Outcomes provide minimal challenge (e.g., Ss do some explaining or summarizing; no peer: peer interaction) Over half of outcomes are vague (e.g., “Ss will learn about”) Some activities have measurable outcomes, others do not (e.g., “Ss will discuss...”) Outcomes somewhat connected to content standards but lack relevance (e.g., focus on character arc for content standard related to plot) Outcomes are written with “middle achievers” in mind; few options for learning differences (e.g., no brain breaks; no student input; no enrichment options) 	<ul style="list-style-type: none"> Nearly all outcomes provide appropriate challenge (e.g., Ss analyze & apply new information, discuss with peers) Most outcomes are clear (e.g., “Ss will list”), but some are not (e.g., “Ss will understand”) Nearly all activities include measurable outcomes linked to assessment (e.g. “Ss will list at least 5 ways to...”) Most outcomes align with content standards (e.g., reading outcome clearly matches focus of standard) Nearly all outcomes suitable for most Ss, with some flexibility (e.g., presenting information in various forms; use of technology; time allotment) 	<ul style="list-style-type: none"> All outcomes provide appropriate challenge (e.g., Ss critique ideas; defend a position with peers) All outcomes clearly stated (e.g., “Ss will evaluate ...”) Every activity has measurable outcomes & clearly defined assessments; (e.g. “Ss will defend an opinion with 3 or more objective details”) Every outcome directly aligns with standard (e.g., all outcomes clearly address the focus of identified standards) All outcomes differentiated to encourage individual Ss to take educational risks (e.g., TC provides materials to support independent learning)

Breakout Rooms

What's been working for fall quarter?
(strategies/surprises & successes)

Do we have questions about winter quarter
logistics?

Whole Group Sharing



BREAK

Turn off your zoom camera and take a quick 10 min break!



GoReact: the wave of the future!

goreact

Goreact Overview

- Platform capabilities
- Context for Winter quarter
- CSU license
- More than just a response to COVID19

Goreact is:

- **A user-friendly tool to provide feedback to candidates now and in the future**

We use it (optional) to:

- **Provide feedback on practice lessons**
- **Provide feedback on recorded lessons**
- **View course assignments**

Today we will:

- **Log in**
- **Create a course assignment**
- **Practice providing feedback on a recorded lesson**

Let's get Started

Sign up/Login in to Goreact.com

1. Open a new browser window or tab and go to your email
2. Open email from GoReact & click ACCEPT INVITATION
3. Create an Account (Click: Get My Account)
4. Complete short sign up questions & hit Submit button
5. This is your GoReact dashboard!
6. Give a thumbs up when you're ready to move on

Let's Practice

Create Course Assignment

1. Click on Create Course Assignment

- An assignment is a space for TCs to upload videos
- For example: Clinical Practice Fall 2020

2. Answer questions about assignment type

- TCs do not have to pay for GoReact
- Including privacy settings

3. Invite Users

- Send your TCs a link!

Let's Explore

Giving Feedback on a Video!

- Click on the Read Aloud Lesson video
- Press play to start the video
- Type your feedback into the text box (lower right corner)

*Remember the video will automatically pause when you start typing in the text box, and will restart when you hit “enter/return” to submit the comment.

GoReact

Possibilities for the SOE

Use in future quarters will be determined by programs and may be implemented in future AYs across the unit

SOE will provide trainings in future to support a broader implementation

Will allow support for USs observation TCs in hybrid learning formats

SOE observation rubric uploaded

[Goreact Help Desk](#)

[Goreact Information Page](#)

Breakout Rooms

What was exciting/surprising about GoReact?

What are the GoReact possibilities for our program?

How could this change the way you supervise-post vaccine?

Program Breakouts!