

LOUISIANA DEPARTMENT OF EDUCATION



High Quality Feedback and Coaching

February 22, 2021

Presenters

Dr. Amy Vessel, Louisiana Tech University

Mrs. Cassie Harwell, Caddo Parish Public Schools

Mrs. Pateece Davis-Hardy, Caddo Parish Public Schools



Agenda

- **Program Overviews**
 - LA Tech TEAM Model Clinical Residency Program
 - Caddo Teaching Academy
- **High Quality Instruments and Tools**
 - LA Tech: Danielson Framework for Teaching Tool
 - Caddo Teaching Academy: NIET Instructional Rubric
- **Coaching and Feedback**
 - LA Tech: Coaching Cycles
 - Caddo Teaching Academy: New Teacher Coaches
 - SWIVL
- **Measuring Progress**
 - LA Tech: Pulling It All Together
 - Caddo Teaching Academy: Virtual Observation/Feedback and Coaching Process- Guidance and Toolkit



The TEAM Model

Teacher Educators & Mentors

University Team	District Team	School Mentor Team	Resident Team
<ul style="list-style-type: none"> • Clinical Director • CRRC Coordinator • Clinical Liaison • Evaluators • Program Faculty • TEAM Model Leadership Team 	<ul style="list-style-type: none"> • District Supervisors • District Liaison • District Leadership Team 	<ul style="list-style-type: none"> • Lead Mentor Teacher • Mentor Teachers • Special Education Mentors • School Leadership Team 	<ul style="list-style-type: none"> • Lead Resident • Resident Team



Copyright 2016, The Clinical Residency Research Center,
Dr. Amy Vessel & Dr. Dawn Basinger, Louisiana Tech University, College of Educator

- Since 2014 - First higher education residency program in state (with Southeastern University)
- TEAM Model was designed in the spring of 2015
- Established the CRRC in fall 2015 to support residents, mentors, school leaders, and districts
- Nationally recognized model – spotlighted by Danielson Group (2020), SWIVL (2019), American Association for Colleges in Teacher Education (2017), U.S. Department of Education Bus Tour (2016) and the Louisiana State Department of Education (2015)
- Expansion to 15 partner districts across the I-20 corridor
- More than 400 trained TEAM Model mentors
- Read more about our story at latechcrrc.org

Caddo Teaching Academy Program Overview

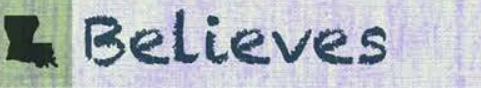


- Began 2015
- District Based Program Provider
- Yearly Cohort that begins each Summer
- 2 Year Certification Program in Caddo high need areas:
 - Elementary 1-5
 - English 6-12
 - Math 6-12
 - Biology
 - General Science
 - Chemistry
- New Teacher Coaches





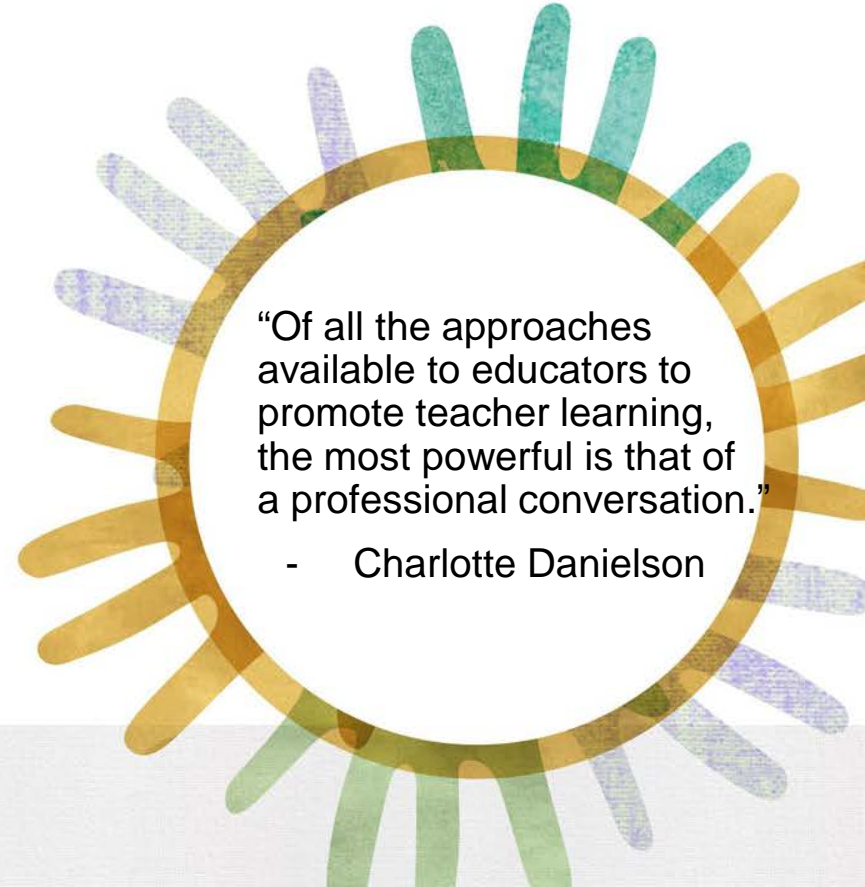
Louisiana Tech University & Caddo Parish Public Schools





Let's Connect

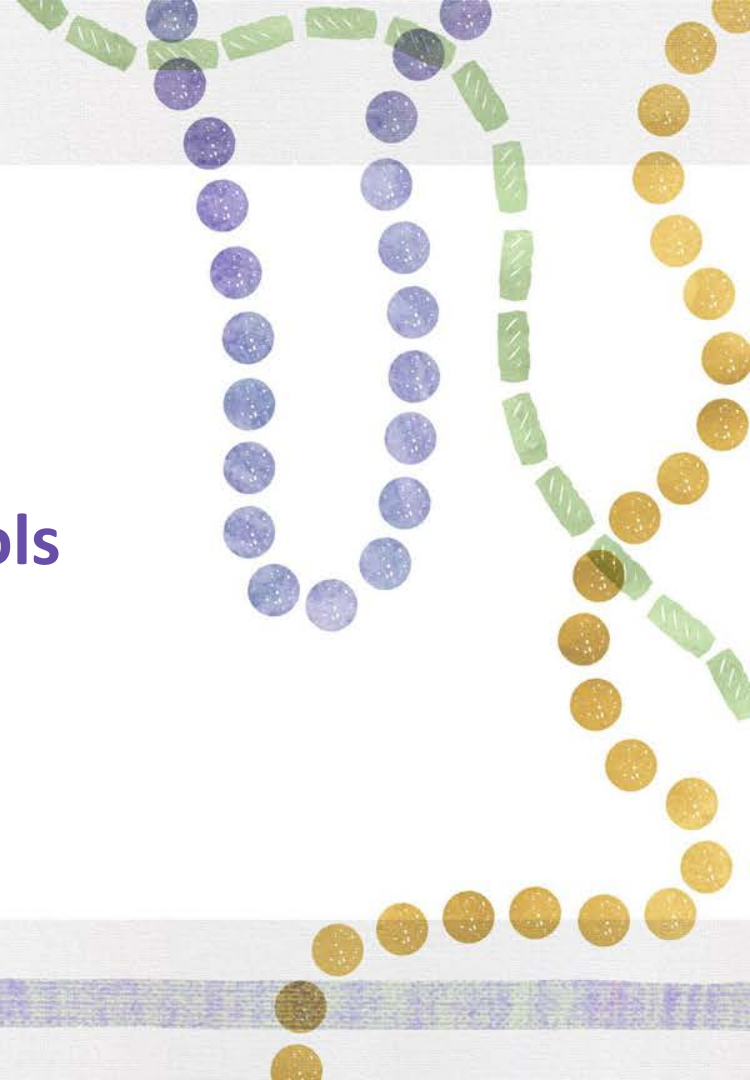
TOOLBOX



“Of all the approaches available to educators to promote teacher learning, the most powerful is that of a professional conversation.”

- Charlotte Danielson

High Quality Instruments and Tools

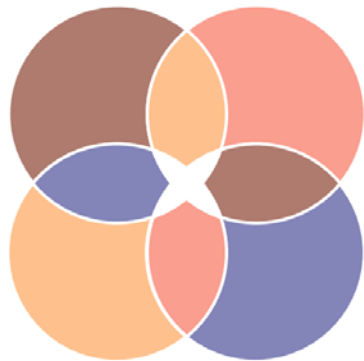




Danielson Framework for Teaching Tool

THE FRAMEWORK FOR TEACHING
EVALUATION INSTRUMENT

2013 EDITION



CHARLOTTE DANIELSON

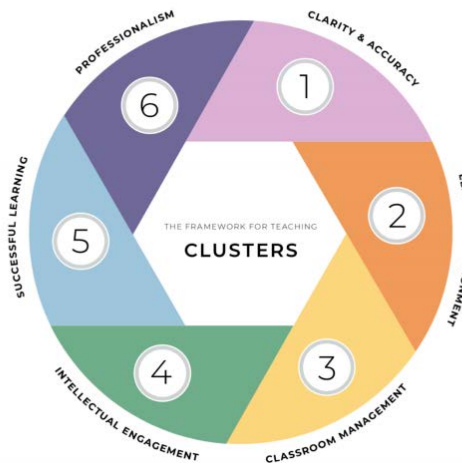
Domain 1:
Planning and
Preparation

Domain 2:
Classroom
Environment

Domain 3:
Instruction

Domain 4:
Professional
Responsibilities

THE FRAMEWORK FOR TEACHING **CLUSTERS**





Danielson Framework for Teaching Tool

Louisiana Tech University
 Formal Evaluation for Clinical Experiences
 Pre-Observation Conference Guide for Mentors/Evaluators

Directions: Mentor teams will collect evidence supporting the 10 key questions below and may use the additional bulleted supporting questions to facilitate the discussion.

Domain 1: Planning and Preparation

1. What is the overall goal or purpose of this lesson?
 - o Why did you choose these goals and objectives?
 - o How will you communicate the instructional goal?
 - o How are your lesson objectives aligned to the LEAP?
 - o What is the academic connection between the lesson and the standards?
2. What research did you gather to support the lesson?
 - o What research based best practices will be used?
 - o How confident are you to teach the content, if any?
 - o What prior knowledge must students have to be successful?

Domain 2: Classroom Environment

3. Describe strategies you will implement to create a positive classroom environment.
 - o How will you ensure that students maintain focus?
 - o Describe your plan to manage student behavior.

Domain 3: Instruction

5. Describe the parts of the lesson that will be used.
 - o What instructional practices (i.e. grouping, modeling, etc.) will be used during the lesson?
 - o How will you use questioning to increase student learning?
 - o How will the activities encourage rigor and challenge?
6. How have you planned to differentiate instruction?
 - o Will there be any concepts that students will struggle with?
 - o How did you determine what students need?
7. How will you know if your lesson is effective?
 - o Describe the assessment plan for the lesson.
 - o In what ways will the students self-assess their learning?
8. How will feedback be provided to students?
 - o How will you communicate lesson feedback?
 - o How are you recording your assessment data?

Domain 4: Professional Responsibilities

9. In what ways did you co-plan with your mentor?
 - o What influences did your mentor have on your planning?
 - o How will your mentor be involved in the lesson?
10. Describe any situations/observations that occurred during the lesson.

Louisiana Tech University
 Formal Evaluation for Clinical Experiences
 Post-Conference Professional Reflection

Directions: Teacher candidates will respond in written form to the following questions and provide evidence to the university evaluator less than 48 hours after the formal observation.

Domain 1: Planning and Preparation

1. In what ways were your lesson objectives met or not met?

Domain 2: The Classroom Environment

2. Describe your ability to maintain the students' academic focus throughout the lesson.
3. In what ways did you communicate your high expectations for learning to your class?

Domain 3: Instruction

4. How did the instructional practices you implemented during the lesson support student learning?
5. What opportunities were provided during the lesson that encouraged high student engagement and learning?
6. What changes did you make during the lesson to meet your students' differentiated needs?
7. How did your assessments inform your understanding of student learning?
8. In what ways did you communicate the impact of learning to your students after the lesson?

Domain 4: Professional Responsibilities

9. Please share any additional thoughts about the lesson from planning to implementation. If you could reteach the lesson, what would you do differently?
10. How did you grow professionally from this experience?

Louisiana Tech University Clinical Lesson Plan Template

Author(s):	Grade:	Date Written:
School:	Date Taught:	Subject:
Lesson Topic:		Time Frame:
Demographic Data	Gender:	IEP/504:
Number of Students:		Language(s):
Race/Ethnicity:		

Lesson Foundations

1. Content Knowledge Connections

— Assessment Data

mathematical, summative, formative, etc.) or Knowledge (Skills and misconceptions)

— Learning Outcomes

— Needs, etc., to ensure learning outcomes are met (include culture of the lesson)

— This lesson fits within a larger context of lessons (connect to previous/future learning)

— Search on lesson topic (list 1 used for this lesson)

— Learning Outcomes

Standards Directly Connected to the Lesson (alphanumeric AND text)

— Assessment (each learning outcome must be assessed)

5. Classroom Preparation

— Classroom & Class Organization

— Grouping, etc.)

— Teacher/Student Materials

— Technology Resources

— Management Plan (behavior, time, etc.)

- Quarterly Danielson Resident Self-Assessment
- Quarterly Danielson Faculty Assessment
- Quarterly Danielson TEAM Assessment
- Monthly Danielson Professional Checklists

NIET Instructional Rubric

- Foundation for growing teachers
- Timeframe
- Impact on student achievement
- Virtual Instruction

Instruction	Designing and Planning Instruction	The Learning Environment
<ol style="list-style-type: none">Standards and ObjectivesMotivating StudentsPresenting Instructional ContentLesson Structure and PacingActivities and MaterialsQuestioningAcademic FeedbackGrouping StudentsTeacher Content KnowledgeTeacher Knowledge of StudentsThinkingProblem-Solving	<ol style="list-style-type: none">Instructional PlansStudent WorkAssessment	<ol style="list-style-type: none">ExpectationsEngaging Students and Managing BehaviorEnvironmentRespectful Culture

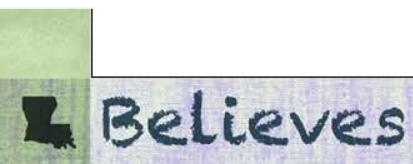


Virtual Observation/Feedback and Coaching Process- Guidance and Toolkit

Essential Question(s):	OBSERVATION PROCESS	OBSERVATION RESOURCES
What do school leaders need to "look for" in a VIRTUAL setting?	<p>STEP 1: Complete a brief curriculum dive before observing.</p> <ul style="list-style-type: none"> Review the lesson plan, teacher notes, Canvas agenda, and/or curriculum guide to identify the objective(s) of the lesson. Identify within the lesson what will be considered as evidence that students mastered the objective. <p>STEP 2: Observe the lesson.</p> <ul style="list-style-type: none"> Use the implementation tools to observe the virtual lesson. Look for strengths in the lesson according to the tool look-fors. Gather student and teacher evidence. 	<ul style="list-style-type: none"> K-2 Implementation Observation Tool-ELA 3-12 Implementation Observation Tool- ELA K-12 Implementation Observation Tool- Math Instructional Strategies for Virtual Learning: A Companion Tool to the NIET Teaching Standards Rubric (Also includes <i>Virtual Learning Strategies with Definitions/Examples and Widely Used Virtual Learning Tools</i>)

Essential Question(s):	DEVELOPING FEEDBACK
What do school leaders need in order to give effective feedback on a virtual lesson?	<p>STEP 3: Determine feedback for teacher.</p> <ul style="list-style-type: none"> Identify strength(s) you want to reinforce. (PRAISE) Connect Student Evidence to the identified strength. Connect Teacher Evidence to the identified strength. Select a few reflective questions that will force the teacher to talk about the identified strength. (PROBE) Select a "wrap-up" question to lead the teacher to their action step. (ACTION STEP)

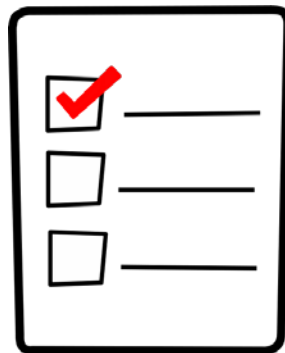
Essential Question(s):	DELIVERING FEEDBACK	COACHING RESOURCES
<p>What do school leaders need in order to coach a virtual lesson?</p> <p>Praise, Probe, Action Step</p>	<p>STEP 4: Coach the teacher.</p> <ol style="list-style-type: none"> Set the conversation by frontloading the teacher that you will only discuss strengths in the lesson. Share strengths with supporting student and teacher evidence. Ask reflective questions to get the teacher to own the success. Ask "wrap question" to lead the teacher to an action step. Record action step and schedule follow-up! Close coaching session by asking the teacher to tell you something he/she is taking away from the coaching session. <p>*Although you may have a refinement area, try to get the teacher to arrive at the refinement area through their STRENGTHS.</p>	<ul style="list-style-type: none"> Strength-Based Coaching Stems Strength-Based Coaching Model Full Coaching Session Model



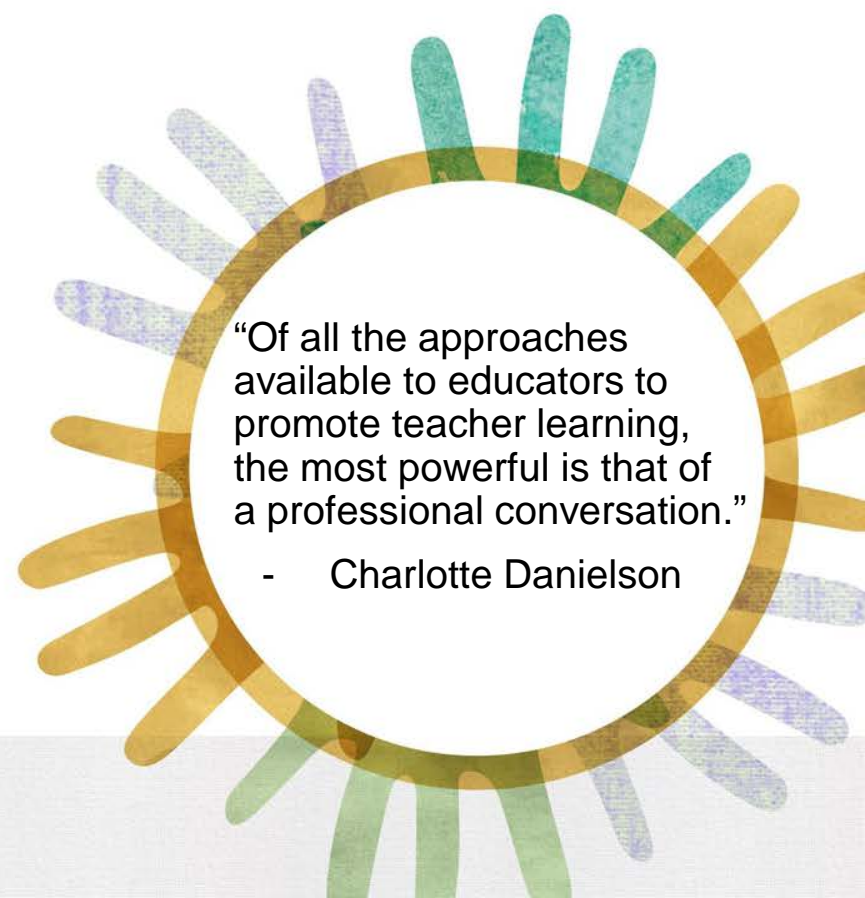


Let's Connect

POLL



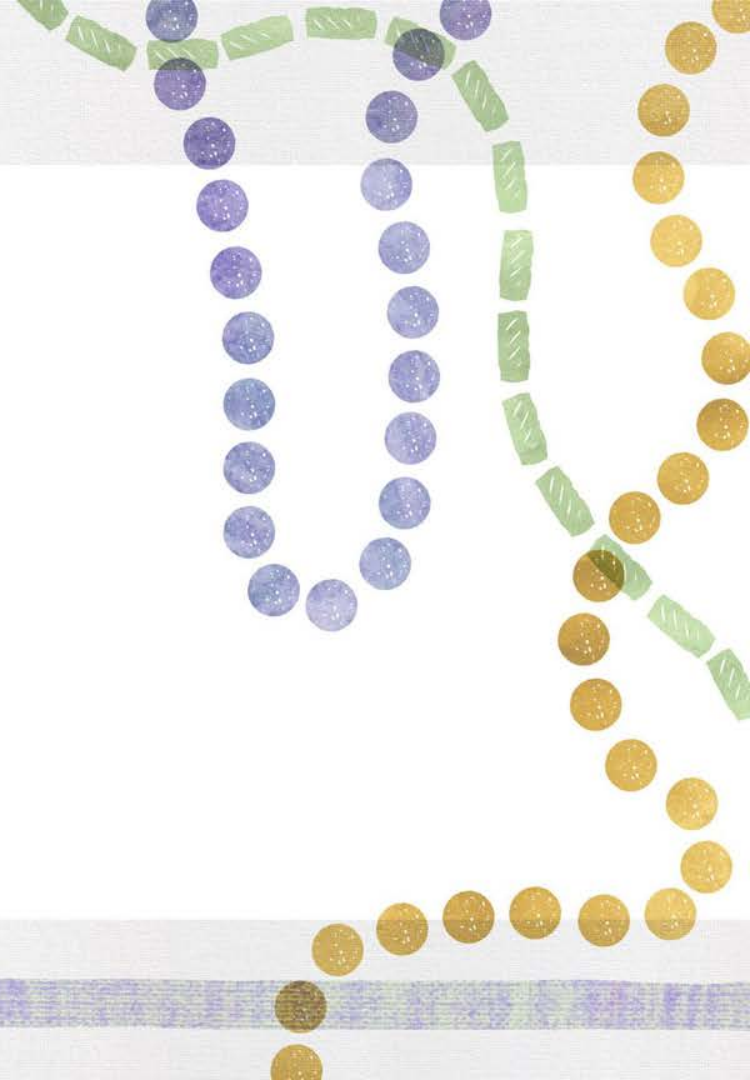
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Coaching and Feedback



TEAM Model: Coaching

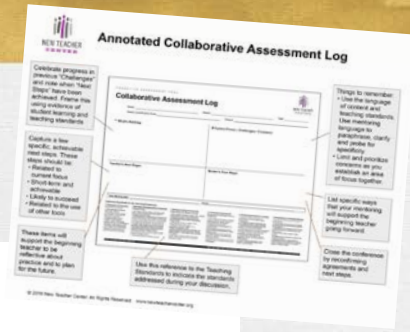
CRRC to Mentors/School Leaders	CRRC to Residents	Mentors/School Leaders to Residents
<ul style="list-style-type: none">• Summer Mentor TEAM Model training• Quarterly/Monthly Mentor Coaching• Weekly conferencing available• Professional Learning Events	<ul style="list-style-type: none">• Spring Resident TEAM Model Training• Weekly Friday Clinicals• Weekly Coaching• Quarterly Danielson Assessment Post-Conferences	<ul style="list-style-type: none">• Daily Coaching• Weekly Walk-Throughs• Monthly Professional Checklist Conferences• Quarterly Danielson Assessment Post-Conferences• Regular SWIVL Comments



TEAM Model

Sources of Coaching Evidence

- Professional Conversations about instructional practice
 - Teacher reflections (dialogue journals, written commentaries)
 - Videotaped Co-Reflection Conversations
 - Collaborative Journal
- Observation Artifacts
 - High Quality Teacher Feedback from Focused Observations (written)
 - Annotations on Lesson plans
 - Evaluation Forms with Evidence-Based Comments





CTA: Coaching and Tracking Tools



- New Teacher Coaches

- Mentor Certified
- Boots on the ground
- 24/7 support
- Weekly Coaching/Feedback
- Weekly Planning
- Collaborate with School Administration
- Individualized / Whole Group Goals
- Coaching around NIET Rubric
- Collaborate with Instructors and School Based Mentors



CTA: Coaching and Tracking Tools



- Types of Support
 - Face to Face
 - Virtual
 - On-Demand - SWIVL
- Areas of Support
 - Planning
 - Classroom Management
 - Instructional Strategies
 - New Teacher adjustments / Counseling
- Coaches document all support in a log
 - Form completed for each Coaching/Feedback Session using our Coaching Form
 - Information shared with school based support to streamline coaching, strategies, and feedback
 - Feedback cycle
- Leadership team meetings

PRAISE
PROBE
ACTION STEPS



CTA Other Areas of Support

- Curriculum Specialists within Caddo = Professors
- BIG 6
- NIET Rubric
- SPA Days - Specialized Professional Assistance
- SWIVL



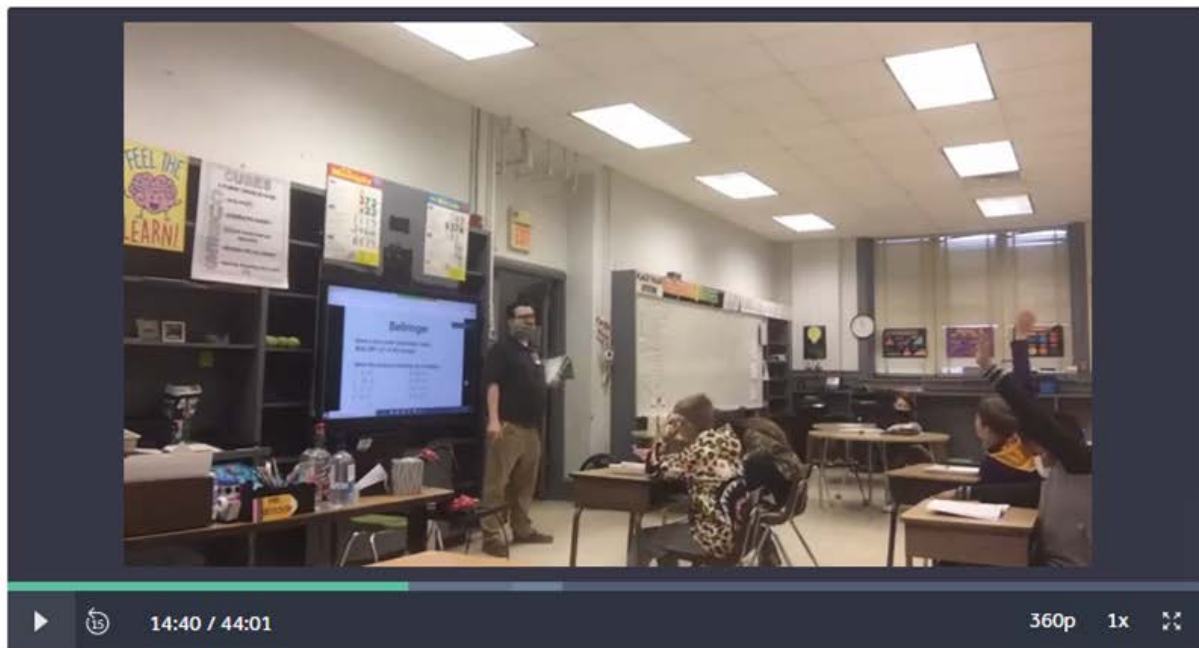
BIG 6

The impact of student achievement in the classroom will be addressed in activities using the following evidence:

1. Formative/Summative Assessment
2. Classroom Management
3. Differentiation
4. Student Engagement
5. Academic Feedback
6. Questioning

SWIVL Virtual Coaching and Feedback

< Settoon, Division as fractions, Grade 5 Mission 4 Lesson 5 1-21-21



Filter

Comments

▶ 00:00:00

Jessica Abbott: Please reflect on this lesson before we provide feedback.

00:32:56

Logan Settoon: My gosh this was uncomfortable to watch. I started with the class coming in because I thought I did pretty well, even though we hadn't had our coaching session yet. I liked some of the stuff I was doing. I felt pretty confident about this lesson and my students' grasp of it. Especially the parts after this section where I had them working on the word problems in pairs. It was a good time.

Everyone

Post comment here...





SWIVL Virtual Coaching and Feedback



Media Permission Slip

Dear Parent/Guardian
 I am completing my required clinical experiences to obtain my teaching certificate at Louisiana Tech University. The performance assessment documents a series of lessons I teach in your child's classroom and includes short videos. Although the video recordings include both the teacher and opinion students, the primary focus is on my instruction, not on the students in the class. In the course of recording my teaching, your child may appear on the video. Also, I will collect samples of student work as evidence of my teaching practices. And that work may include some of your child's work. The video recordings and student work I submit will not be made public in any way. Materials I submit will be reviewed by my program at Louisiana Tech University. The form attached will be used to document your permission for these activities.

I would also like to capture teaching photos that can be shared with Louisiana Tech's Clinical Residency & Recruitment Center (altechrc.org) for recruitment and media posts, not limited to the center website, newspapers, and media materials. Please note if I may share photos that include your child for these university teacher recruitment purposes as well.

Sincerely,

 Teacher's Name

Media Permission Slip (Return to your child's teacher)
 Student name _____
 Address _____
 School/Teacher _____

TEAM Self-Assessment (Tagging)		
Domain 2: The Classroom Environment	TIME	SUPPORTING STATEMENT
2a: Creating an Environment of Respect and Rapport		
2b: Establishing a Culture for Learning		
2c: Managing Classroom Procedures		
2d: Managing Student Behavior		
2e: Organizing Physical Space		
Domain 3: Instruction	TIME	SUPPORTING STATEMENT
3a: Communicating with Students		
3b: Using Questioning and Discussion Techniques		
3c: Engaging Students in Learning		
3d: Using Assessment in Instruction		
3e: Demonstrating Flexibility and Responsiveness		

Charlotte Danielson *Framework for Teaching Evaluation Instrument (2013) Domains 2 & 3*

01:28:40

Click to leave a comment

800 Send

- #1d Demonstrating Knowledge of Resources
- #1e Designing Coherent Instruction
- #1f Designing Student Assessments
- #2a Creating an Environment of Respect and Rapport
- #2b Establishing a Culture for Learning

Cancel Save

00:24:43
 Me At the beginning of the lesson I reviewed the content presented yesterday, the objectives would cover today, and shared the overall unit, and shared the objectives for our lesson provided stronger cohort instruction.

#1e Designing Coherent Instruction

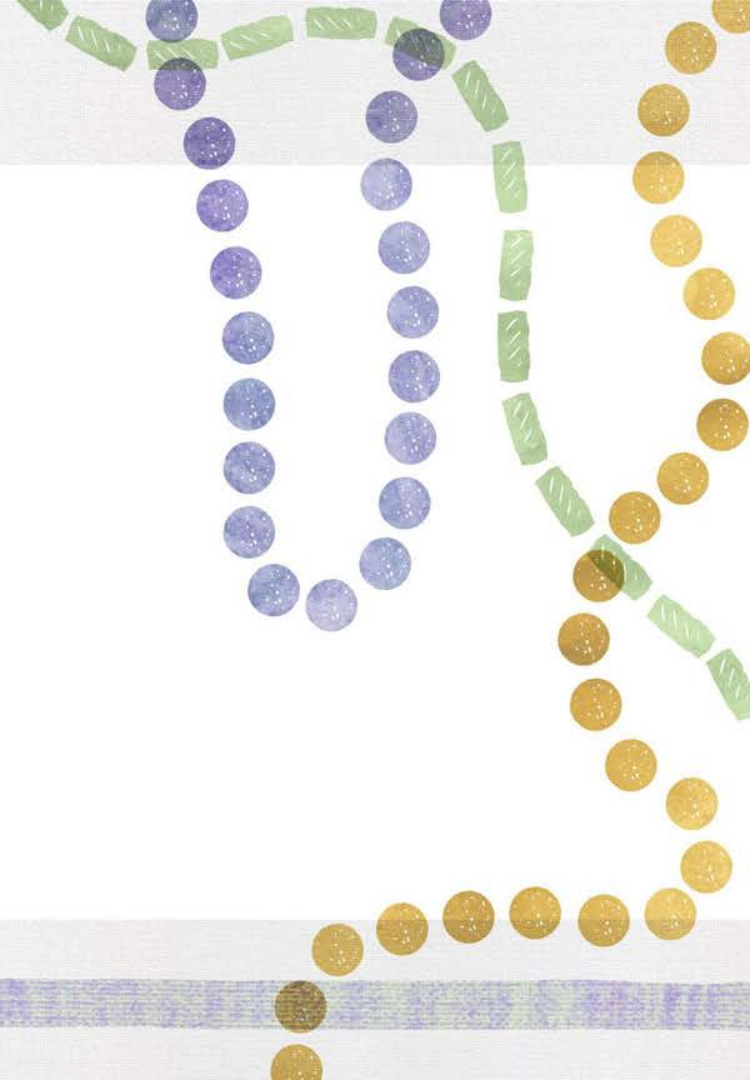
00:00:10
 Maci Benson: I established a culture for learning by having the students tell me what they already know about germs. This helps them pull from their file folders in their brains for what they already know.

2b Establishing a Culture for Learning

00:00:30
 Maci Benson: I organized the physical space at our small group table by going around the table asking the students the riddles.

2e Organizing Physical Space

Measuring Progress



CTA Measurement of Success

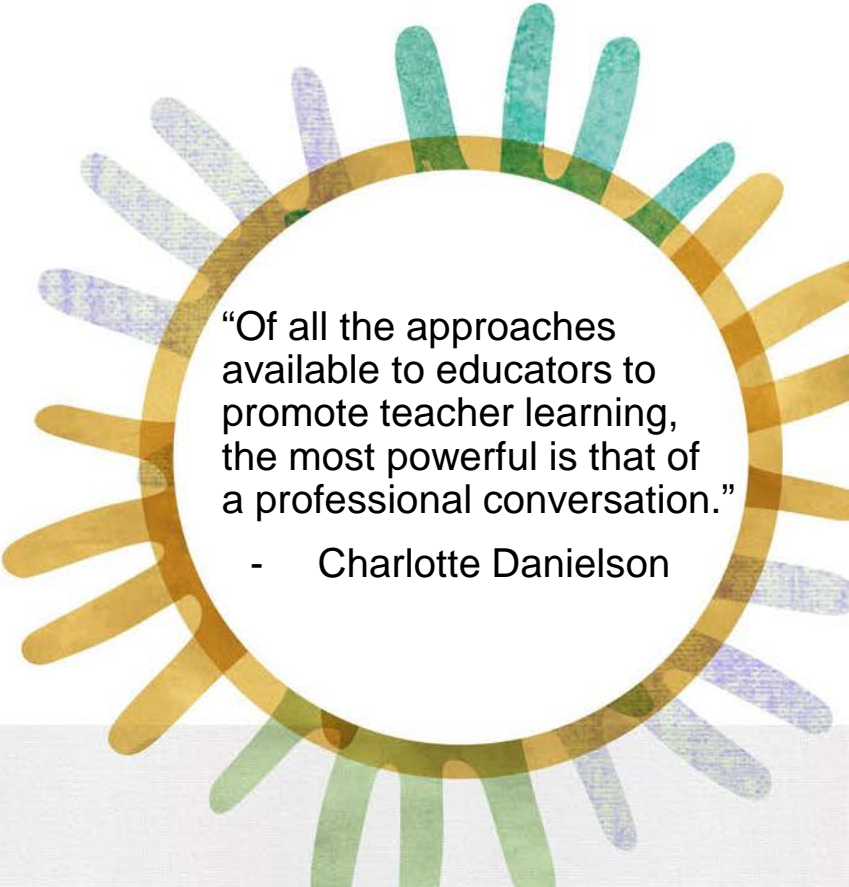
- Practical Practice
- Quarterly Reviews
- Dispositions
- Data Triangulation



Observation Period	Observer (Last, First)	CTA Teacher	Overall	Planning	Environment	Instruction						
			Planning [Instructional Plans]	Planning [Student Work]	Planning [Assessment]	Environment [Expectations]	Environment [Managing Student Behavior]	Environment [Environment]	Environment [Respectful Culture]	Instruction [Standards and Objectives]	Instruction [Observing Students]	
2nd 9 Weeks			2.0	2.0	2	2	2.0	2	2	2	2	2
2nd 9 Weeks			3.3	3.7	4	4	3	3	3	3	3	3
2nd 9 Weeks			2.4	2.3	3	2	2.3	2	2	2	3	2
2nd 9 Weeks			2.8	3.0	3	3	2.8	3	3	3	3	3
2nd 9 Weeks			4.8	4.3			5.0					4.9

Let's Connect

BREAKOUT



“Of all the approaches available to educators to promote teacher learning, the most powerful is that of a professional conversation.”

- Charlotte Danielson

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The Louisiana Tech Clinical Residency
and Recruitment Center



@latechcrrc

Follow us on social media!

Dr. Amy Vessel, CRRC Director
avessel@latech.edu

TeachCaddo
When your calling is calling

<https://rebrand.ly/CTA7>

Pateece Davis-Hardy, HR Development Specialist
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Cassie Harwell, HR Development Specialist
csharwell@caddoschools.org

