Bernards Township School District
Using Reflect Live to Manage Classroom Observations
August 9, 2012
Teachscape Supports Continuous Improvement in Teaching Effectiveness

- **Observation Skills**
  - Framework for Teaching Proficiency System (FFTPS)
- **Classroom Observations**
  - Reflect Live
  - Reflect Video
  - Reflect Walk (DCT)
- **Online Professional Development**
  - Framework for Teaching Effectiveness Series (FFTES)
  - Professional Learning Suite (PLS)
  - Reflect Video Library
1. Lesson Observations – Reflect Live
2. Teacher online professional development
   - Framework for Teaching Effectiveness Series (FFTES)
   - Professional Learning Suite (PLS)
Agenda

1. System Overview
2. Tell Me
3. Show Me
4. Let me try
System Overview
Managing Classroom Observations with Reflect Live
The Framework for Teaching

Domain 1: Planning and Preparation
- Demonstrating Knowledge of Content and Pedagogy
- Demonstrating Knowledge of Students
- Setting Instructional Outcomes
- Demonstrating Knowledge of Resources
- Designing Coherent Instruction
- Designing Student Assessments

Domain 2: The Classroom Environment
- Creating an Environment of Respect and Rapport
- Establishing a Culture for Learning
- Managing Classroom Procedures
- Managing Student Behavior
- Organizing Physical Space

Domain 3: Instruction
- Communicating With Students
- Using Questioning and Discussion Techniques
- Engaging Students in Learning
- Using Assessment in Instruction
- Demonstrating Flexibility and Responsiveness

Domain 4: Professional Responsibilities
- Reflecting on Teaching
- Maintaining Accurate Records
- Communicating with Families
- Participating in a Professional Community
- Growing and Developing Professionally
- Showing Professionalism
The Systematic Classroom Observation
Domains 2 and 3
The Framework for Teaching

Domain 1: Planning and Preparation
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Valid Observation Criteria

Systematic Classroom Observation

Low-inference Data Evidence

↑ Accuracy
↑ Objectivity
↑ Consistency
Systematic Observation: *What it “looks” like*

- Observe the lesson and collect evidence
- Align evidence with Framework
- Interpret evidence and make judgment
## Notes from the observation

<table>
<thead>
<tr>
<th>Time</th>
<th>Actions and Statements/questions by Teacher and SS</th>
<th>Component</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00</td>
<td>T greets SS at the door</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>Agenda, objectives and standards are written on whiteboard.</td>
<td></td>
</tr>
<tr>
<td>8:00</td>
<td>All directions for activities are delivered verbally and are written on the <strong>SmartBoard</strong>.</td>
<td></td>
</tr>
<tr>
<td>8:05</td>
<td>Bellwork activity “NeceSSity is the mother of invention. Predict what this means.”</td>
<td></td>
</tr>
<tr>
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<td>Learning resources are posted around the room – map of colonies, federal system, war of 1812, preamble, etc.</td>
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<td>Paperback books, textbooks and binders are arranged in room for easy acceSS.</td>
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<tr>
<td>8:10</td>
<td>T “Have any of you worked in a pen factory? “Do any of you feel like you have some kind of expertise that exceeds regular 8th grade expertise on pens? “No, so you’re qualified to do this.” SS smile.</td>
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</tr>
<tr>
<td>8:11</td>
<td>T “If you can tell me why this isn’t amazing raise your hand.” S responds.</td>
<td></td>
</tr>
<tr>
<td>8:12</td>
<td>T “I should expect that every time this is going to work? Why?” Same S responds, “The pieces were already made.”</td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>T “Thank you group. You may have a seat.”</td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>T “Under your bellwork, draw a line…”</td>
<td></td>
</tr>
<tr>
<td>8:15</td>
<td>T “You will need an entire page so you can do it (illustrations of interchangeable parts) on the back of your bellwork or on a new sheet.”</td>
<td></td>
</tr>
<tr>
<td>8:20</td>
<td>SS were asked to independently create two illustrated definitions of their vocabulary terms (interchangeable parts and maSS production).</td>
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<td>Desks are numbered 1-4 for group work.</td>
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</tr>
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<td>3a</td>
</tr>
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<td>All directions for activities are delivered verbally and are written on the SmartBoard</td>
<td>3a</td>
</tr>
<tr>
<td>8:05</td>
<td>Bellwork activity “Necessity is the mother of invention. Predict what this means.” Learning resources are posted around the room – map of colonies, federal system, war of 1812, preamble, etc.</td>
<td>3c</td>
</tr>
<tr>
<td>8:05</td>
<td>Paperback books, textbooks and binders are arranged in room for easy access.</td>
<td>2e</td>
</tr>
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<td>2c</td>
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Teaching is a performance. Performances are measured using rubrics.

### Domain 2: The Classroom Environment
2a: Creating an environment of respect and rapport

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Basic</th>
<th>Proficient</th>
<th>Distinguished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students’ cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.</td>
<td>Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.</td>
<td>Classroom interactions between teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.</td>
<td>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students’ cultures and levels of development. Students themselves ensure high levels of civility among members of the class.</td>
</tr>
<tr>
<td>• Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity.</td>
<td>• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</td>
<td>• Talk between teacher and students and among students is uniformly respectful.</td>
<td>In addition to the characteristics of “proficient”:</td>
</tr>
<tr>
<td>• Students use disrespectful talk towards one another with no response from the teacher.</td>
<td>• Teacher attempts to respond to disrespectful behavior among students, with uneven results.</td>
<td>• Teacher responds to disrespectful behavior among students.</td>
<td>• Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</td>
</tr>
<tr>
<td>• Teacher displays no familiarity with or caring about individual students’ interests or personalities.</td>
<td>• Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</td>
<td>• Teacher makes superficial connections with individual students.</td>
<td>• When necessary, students correct one another in their conduct towards classmates.</td>
</tr>
</tbody>
</table>

**Evidence**
T greets SS at the door.
T “Have any of you worked in a pen factory?” “Do any of you feel like you have some kind of expertise that exceeds regular 8th grade expertise on pens?” “No, so you’re qualified to do this.” Ss smile.
T “Thank you group. You may have a seat.”
T “So… there’s this guy, Eli Whitney…”
S answers question from T incorrectly. Another S gives correct answer. S who answered incorrectly and other student exchange smiles.
T gives directions “include obviously the word…” T rolls eyes.
T “When I was in the 7th grade I broke four pairs of glasses.”
Collaborative Observation Process

1. Administrator initiates formal observation
   - Teacher demonstrates ability to Plan and Prepare

2. Pre-observation conference held
   - Teacher takes the lead

3. Formal observation conducted
   - Administrator collects evidence

4. Post-observation form (rubric) completed by Administrator and Teacher separately

5. Post-observation conference held
   - Teacher takes the lead
Teachscape *Reflect Live*

**Complete Observation Management and Reporting System**

- Observation calendaring and observation scheduling to streamline your observation program
- Easily conduct in-depth observations for evaluation and professional growth
- Integrate the Danielson’s Framework for Teaching (2011 Revised Edition) into the observation process
- Easily collect and manage teaching artifacts, pre-observation, and post-observation forms to ensure integrity and defensibility of the district evaluation program
A Process Shift

From Pencil & Paper

In-Person Classroom Observation

Paper Notes, Evaluation Forms & Classroom Artifacts
A Process Shift

To Live Observation

In-Person Classroom Observation

Online Review, Commenting & Sharing
Introduction to the Observation Process

Teachscape *Reflect* Live is a **complete observational management system**

1. Plan the Observation
2. Collect Evidence
3. Align Evidence With Framework Components
4. Score, Summarize and Report
Scheduled Observation

Observer

1. Set Up observation
2. Conduct pre-conference
3. Perform observation
4. Score the observation
5. Conduct Post conference
6. Confirm observation

Teacher

1. Confirm schedule and upload requested documents/info
2. Conduct pre-conference
3. Upload requested post observation info
4. Self Review
5. Conduct post-conference
Unannounced Observation

Observer

1. Set up observation
2. Perform observation
3. Conduct Post conference
   Score the observation
4. Confirm observation

Teacher

1. Upload requested post observation info
2. Conduct post-conference
Plan the Observation

- **Teacher Name** (Required)
- **Observation Title** (Required)
- **Date & Time:**
  - Scheduled - recommended at least 3 days in advance
  - Unannounced - default to current date and time
- **Focus** = Optional
- **Additional Instructions** = Optional message to teacher
- **Teacher Requirements:**
  - Lesson Plan
  - Student Work
  - Self-Review
  - Pre/Post-Observation Forms
- **Framework For Teaching** = Select Domains/Components to be assessed

This information will be sent to the teacher once saved.
Observe, Align and Score

• **Collect evidence** by entering text (editable and time-stamped)
• **Align** evidence to Framework for Teaching components selected
• Optional: **Share** observation notes/evidence with teacher
• **Score** each component (required) and summarize (optional)
Report

- View teacher’s self assessment scores
- Compare to observer’s scores

Optional:
- Recommendations
- Areas of Strength
- Areas for Growth
- Overall Rating
Time to Explore

Find a partner and refer to Handout:

Teachscape, Inc.

**Reflect Live Hands-On Practice**

<table>
<thead>
<tr>
<th>Observer</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Login</strong></td>
<td></td>
</tr>
<tr>
<td>□ Go to <a href="http://www.teachscape.com">www.teachscape.com</a></td>
<td>□ Go to <a href="http://www.teachscape.com">www.teachscape.com</a></td>
</tr>
<tr>
<td>□ User Name = <em>ts.observer1</em> Pswrd = teach</td>
<td>□ User Name = <em>ts.teacher1</em> Pswrd = teach</td>
</tr>
<tr>
<td>□ Select <em>Lesson Observations</em></td>
<td>□ Select <em>Lesson Observations</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>B. Schedule Observation</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Select <em>New Observation</em> and <em>Observe a Teacher</em></td>
<td></td>
</tr>
<tr>
<td>□ Setup Observation:</td>
<td></td>
</tr>
<tr>
<td>□ <em>Teacher</em>: Demo, Teacher</td>
<td></td>
</tr>
<tr>
<td>□ <em>Title</em>: &lt;your name&gt; observing &lt;partner’s name&gt; e.g.: Emily observing Debbie</td>
<td></td>
</tr>
<tr>
<td>□ <em>Date</em>: Today’s date</td>
<td></td>
</tr>
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</table>
Activate Your Account

• Go to www.teachscape.com and Login
  o User Name: <email address>
  o Password: Teach

• Change your Password
Framework for Teaching Effectiveness Series
FFTES
Teachscape Reflect Live
NOW AVAILABLE AS AN iPAD APP!
No WiFi Required

Danielson Distinguished Teaching Suite
A comprehensive online training system for teachers and classroom observers. Includes master-scored practice videos, interactive exercises, and a proficiency test for observers. Developed in collaboration with Charlotte Danielson and ETS.

Classroom Observation and Evaluation Tools
Teachscape's comprehensive set of classroom observation tools increases the organization and efficiency of observations. Offerings include in-classroom observation, progress monitoring, and video-based observation tools.

Professional Learning Suite
Teachscape's award-winning Professional Learning Suite provides on-demand access to professional development resources that include research-based multimedia content libraries and authentic classroom videos.

Request Information
Hear from Our Founder
Active Teachscape XL Workspaces

Click on one of workspaces below to access your content. If present, the plus sign to the right of each workspace name provides access to the workspace dashboard.

- Program Admin Workspace
- Classroom Walkthrough Resource Library
- Framework for Teacher Effectiveness Series
- Professional Learning Suite
- Reflect Learning Materials
- District Staff
- Lindenwold High School
- Lindenwold Middle School
Framework for Teaching Effectiveness Series

Laying the Foundation

Orientation

This module is an orientation to teacher training on Charlotte Danielson’s Framework for Teaching. The module describes how the training is organized, and provides guidelines for completing the 8 component modules in domains 2 and 3 of the Framework. (tfft000)

Understanding the Framework for Teaching

This module introduces teachers to the overall structure and content of Charlotte Danielson’s Framework for Teaching. The module provides information on the value of the Framework and describes how the Framework can be used to help teachers improve their classroom practice. (tfft001)

Applying the Framework for Teaching

This module focuses on component 3d of Charlotte Danielson’s Framework for Teaching. Component 3d focuses on assessment of student learning and its integral role in classroom practice, and how teachers can effectively monitor student understanding in order to gauge whether students need further instruction to grasp the content. (tfft010)

Framework Component Modules

2a: Creating an Environment of Respect and Rapport

This module focuses on component 2a of Charlotte Danielson’s Framework for Teaching. Component 2a stresses the importance of creating a respectful classroom environment in which students have positive and supportive relationships with their peers and with the teacher. (tfft002)

2b: Establishing a Culture for Learning

This module focuses on component 2b of Charlotte Danielson’s Framework for Teaching. Component 2b illustrates the
Time to Explore

1. Go to [www.teachscape.com](http://www.teachscape.com) and Login
   - User Name: ts.teacher1
   - Password: teach

2. Explore the “Applying the Framework for Teaching” module

3. Talk to your neighbor about how your staff might make use of this online training
Professional Learning Suite (PLS)
Professional Learning Suite

- 110 Courses
- 2500 Videos
- Administrator tracking
- Aligned to the Danielson framework for Teaching
- Content Focused (Aligned to the 4 Domains)
  - Mathematics (Elementary, Algebra I, Algebra II)
  - High Yield Strategies (Developed by Marzano)
  - New Teacher Support
  - English Language Learners
  - Effective Strategies
  - Literacy
  - Elementary Science
  - Data Driven Decision Making
Exploring the Professional Learning Suite

- Find a partner
- Select a course
- Review the course
- Be prepared to share 3 important attributes of the course
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