

Using the Model Observation Protocol

Workshop for CAP Program Supervisors and Supervising Practitioners

Facilitator's Guide

Massachusetts Department of Elementary and Secondary Education

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Workshop Overview

This workshop is designed to provide Program Supervisors and Supervising Practitioners implementing the [Candidate Assessment of Performance \(CAP\)](#) with an orientation to the process of preparing for and conducting a pre-observation meeting, collecting evidence during an observation, and providing feedback to a teacher candidate during a post-observation meeting. Participants will practice using the ESE's Model Observation Protocol to conduct an video-based observation and work with a partner supervisor to calibrate around high-quality evidence and feedback to provide to a teacher candidate.

It is recommended that prior to participating in this workshop, participants complete CAP 101 of the [CAP Supervisor Online Modules](#) and/or review the contents of the [CAP Guidelines](#) and [CAP Implementation Handbook](#). As a follow-up to this workshop, Sponsoring Organizations may consider facilitating calibration training in order to continue to build and reinforce common expectations for high-quality practice and feedback among supervisors and other teacher educators.

Intended Outcomes

At the end of this workshop:

- Participants will be able to use the forms and process articulated in ESE's [Model Observation Protocol](#) to collect and organize evidence from an observation and provide high-quality feedback to teacher candidates.

Suggested Time: 90 minutes

Facilitator Preparation

Prior to the Workshop

1. Review the workshop materials, making adjustments based on the needs of your organization. Programs using an alternative observation protocol should review this guide and the other workshop materials to determine where they will need to be customized to reflect the program's expectations for conducting observations and providing feedback.
2. Select a video from ESE's Calibration Video Library to use for the simulated unannounced observation. The workshop is written to include a video of a 7th grade math lesson but can be easily adapted to practice an observation of a different grade-level or content area. There are currently over 40 videos to select from. For the purpose of this workshop, be sure to select a video that is 10-15 minutes long or prepare to show a shortened segment.
3. Identify focus elements on which to practice collecting evidence and providing feedback. The workshop is written to feature I.A.4 Well-Structured Lessons and II.D.2 Safe Learning Environment but can be easily adapted to practice with other elements as needed.

Supplies and Materials Needed:

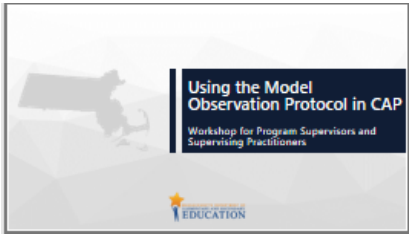
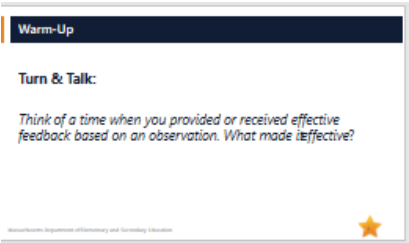
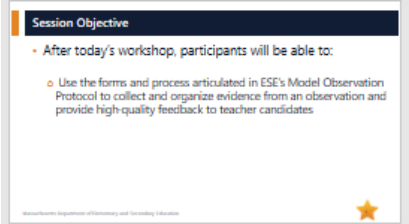
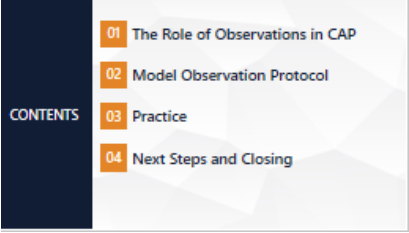
- Laptop, projector and speakers
- Using the Model Observation Protocol in CAP Workshop PowerPoint slides
- Copies of the [Model Observation Protocol](#), including:
 - [The Pre-Observation Planning Form](#)
 - [The CAP Observation Form](#)
 - [The Post-Observation Planning Form--+](#)
 -
- Other supporting handouts: [What to Look For Guide](#), [CAP Rubric](#)

Workshop Guide

This workshop is divided into five sections for a total time allocation of approximately **90 minutes**.

- I. Warm Up (5 min.)
- II. Introduction to Observations in CAP (5 min.)
- III. Overview of the Model Observation Protocol (15 min.)
- IV. Practice (60 min.)
- V. Next Steps and Closing (5 min.)

I. Warm Up (5 minutes)

<p>Title slide</p> <ul style="list-style-type: none">■ This workshop provides Program Supervisors and Supervising Practitioners with an introduction to conducting observations and providing feedback to teacher candidates in CAP using the Model Observation Protocol.■ [Note: The Model Observation Protocol is a recommended resource and SOs may choose to adapt it or use a different protocol for conducting observations and providing feedback. However, within the Model Observation Protocol is the CAP Observation Form, which is required.] <p>Warm-Up</p> <ul style="list-style-type: none">■ Activate participants' thinking on this topic by starting with a warm-up question: <i>Think of a time when you provided or received effective feedback based on an observation. What made it effective?</i> <p>Session Objective</p> <ul style="list-style-type: none">■ Explain that the purpose of this workshop will be to provide participants with a protocol and resources for collecting observational evidence and providing feedback to a teacher candidate. <p>Contents</p> <ul style="list-style-type: none">■ In this session, we will review the role of observations in CAP, introduce the Model Observation Protocol, and then provide participants with an opportunity to practice using the protocol by conducting a mock video observation and working with a partner to calibrate around evidence and feedback.	   
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II. The Role of Observations in CAP (5 minutes)

Goals of the Candidate Assessment of Performance (CAP)

- Review the goals and purpose of CAP.
- The overarching goal of CAP is to assess candidate readiness to make an impact with students from day one. We define readiness as meeting thresholds of performance with regards to demonstrating quality practice of the Six Essential Elements, which represent the core, foundational skills that all new teachers must demonstrate.

Evidence Collection in CAP

- As assessors of the teacher candidate, the supervisor's role is to collect and document evidence that the candidate is meeting the readiness thresholds, and use that evidence to determine a candidate's performance ratings and ultimately, whether or not s/he is ready to teach.
- Like the MA educator evaluation system, CAP is a comprehensive performance assessment that incorporates evidence from multiple sources, including observations, student feedback, a measure of student learning, progress towards a professional practice goal, and candidate artifacts.
- Observations are a critical source of evidence in this process, and are required to inform formative and summative ratings for five of the six essential elements (Well-Structured Lessons, Meeting Diverse Needs, High Expectations, Safe Learning Environment, and Adjustments to Practice). The only element that may not be directly captured through observations is Reflective Practice.
- Supervisors are expected to conduct at least four observations in CAP – two announced and two unannounced.
- Each observation is associated with two "Focus Elements," but the supervisor may collect evidence and provide feedback around additional elements as needed.

Goals of the Candidate Assessment of Performance (CAP)

1. Ensure candidates are ready to make an impact with students on Day 1;
2. Measure candidates' practice on key skills from the Guidelines for the Professional Standards for Teachers that they are required to demonstrate; and
3. Support candidates in improving their practice through targeted feedback and performance evaluations.

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Evidence Collection in CAP

- Observations are an important source of evidence to inform targeted feedback and assessment of candidate readiness.

Evidence Required for each Essential Element

Essential Element	Evidence Required for each Essential Element					Observation Practice	Student Practice	Candidate Practice	Professional Practice
	Well-Structured Lessons	Meeting Diverse Needs	High Expectations	Safe Learning Environment	Adjustments to Practice				
Well-Structured Lessons	✓					✓			
Meeting Diverse Needs		✓					✓		
High Expectations			✓				✓		
Safe Learning Environment				✓			✓		
Adjustments to Practice					✓			✓	
Reflective Practice								✓	✓

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III. The Model Observation Protocol (15 minutes)

ESE's Model Observation Protocol

- The Model Observation Protocol is a resource and suggested framework for conducting observations and providing feedback to candidates.
- It includes guidance around the pre-observation, observation, and post-observation process, including preparing for and conducting a pre-observation meeting, actively collecting evidence during an observation, analyzing evidence and calibrating feedback, and preparing for a post-observation meeting.

Before the Observation

- Before each announced observation, the candidate and supervisor(s) meet for a pre-conference. If both supervisors are conducting an announced observation together, as with Announced Observation #1, they should prepare for and attend the pre-conference meeting together.
- The goals of the pre-conference are to build rapport with the Teacher Candidate, establish a coaching relationship, and begin to collect evidence for the upcoming observation.
- The Pre-Observation Planning Form is a recommended form to support preparation for this meeting, including reviewing the lesson plan and materials to begin to identify evidence and generate questions to guide the discussion with the candidate.
- Refer participants to page 2 of the Model Observation Protocol for sample questions for this meeting.
- While the pre-conference meeting is specific to announced observations, supervisors may still prepare for unannounced observations by reviewing any available lesson plans or gathering additional information on the context of the classroom and students that can inform the observation.

Conducting a Pre-Conference Meeting

- A pre-conference meeting generally has three parts: an introduction, discussion of the lesson, and summary of next steps.
- Refer participants to page 3 of the Model Observation Protocol for sample dialogue for this meeting.

During the Observation

- During an observation, the supervisor's primary task is to actively collect evidence.

ESE's Model Observation Protocol

- The Model Observation Protocol is a resource and suggested framework for the pre-observation, observation, and post-observation process.

The slide features a process flow diagram with three stages: **Before** (Preparing for and conducting the pre-conference), **During** (Actively collecting evidence), and **After** (Analyzing evidence and calibrating feedback, and Preparing for and conducting the post-conference). A star icon is in the bottom right corner.

Before the Observation

- Before each announced observation, the candidate and supervisor(s) meet for a pre-conference.
- Goals of the pre-conference:
 - ✓ Build rapport with the teacher Candidate
 - ✓ Establish a coaching relationship, and
 - ✓ Begin to collect evidence for the upcoming observation.

Preparing for the Pre-Conference

1. Gather and review lesson plans and materials, prior observations and feedback, self-assessment data
2. Generate guiding questions for the meeting
3. Collaborate with the other supervisor (if applicable) to identify a unified focus

A star icon is in the bottom right corner.

Conducting the Pre-Conference Meeting

- Set the purpose and structure of the meeting
- Ask questions and facilitate a two-way conversation to learn more about the planned lesson
- Confirm the focus for the observation, including focus elements and additional areas based on candidate need

The slide includes a diagram of a meeting with three participants and a star icon in the bottom right corner.

During the Observation

Do's

- Document exactly what's happening
- Capture both teacher and student actions/behaviors
- Include summary statements and quotes

Don'ts

- Make judgments or inferences during the observation
- Use the CAP Observation Form as the tool for collecting evidence

A star icon is in the bottom right corner.

- The goal is to document exactly what is happening through scripted notes of teacher and student actions and direct quotes.
- Avoid making judgments or inferences during the observation and instead focus on capturing evidence objectively. You will analyze it later.
- Note that the CAP Observation Form is not designed to be the template used to collect notes during the observation. Instead, you will use that form to categorize and synthesize evidence afterwards.

After the Observation

- After the observation, the supervisors will prepare for a post-conference meeting with the candidate to debrief the observation and provide feedback.
- To prepare for this meeting, you will review the evidence collected, sort it onto the CAP Observation Form, and identify reinforcement and refinement areas.
- For observations conducted jointly, this should be a collaborative process with both supervisors in order to ensure that the candidate receives consistent, calibrated feedback.
- In addition to the required CAP Observation Form, recommended forms that support this part of the process include: the Post-Conference Planning Form and the candidate's Self-Reflection Form.

Conducting the Post-Conference Meeting

- The post-conference meeting includes an introduction, a discussion of reinforcement and refinement areas, and a summary of next steps.
- Refer participants to pages 6-7 of the Model Observation Protocol for sample dialogue for this meeting.

After the Observation

- After each observation, the candidate and supervisor(s) meet for a post-conference.
- Goals of the post-conference:
 - ✓ Discuss evidence collected
 - ✓ Provide candidate with targeted feedback
 - ✓ Identify next steps and supports

Preparing for the Post-Conference

1. Review observational evidence collected and categorize it into the CAP Observation Form.
2. Collect other available evidence of student learning in the lesson.
3. Analyze evidence to identify reinforcement and refinement areas.

Supervisor Calibration:
For observations that are conducted jointly, the Program Supervisor and Supervising Practitioner should collaborate on the categorization of evidence on the CAP Observation Form as well as the identification of areas for reinforcement and refinement. This must be done prior to meeting with the candidate to ensure that the candidate receives consistent, calibrated feedback about their performance.

Conducting the Post-Conference Meeting

- Set the purpose and structure of the meeting
- Probe for self-reflection

Introduction

- Share evidence
- State impact on students
- Provide concrete suggestions and recommended actions
- Share resources/supports

Discussion of Reinforcement & Refinement Areas

- Confirm next steps
- Leave time for questions

Summary of Next Steps

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IV. Practice (60 minutes)

Before the Observation (5 min)

- In this next section of the workshop, participants will have the opportunity to practice using the Model Observation Protocol by conducting an observation of a 7th grade math classroom.
- In the video, the teacher is delivering a lesson on using graphical representations to solve problems. The focus elements for this observation are Well-Structured Lessons and Safe Learning Environment.
- Before entering the classroom, we will take a few minutes to orient ourselves to what we expect to see so that we can focus our evidence collection.
- To do that, work with a partner to use the CAP Rubric and the What to Look For resource brainstorm the specific “look for’s” associated with proficient practice in these focus elements and in this content area. What should the teacher be doing? What should the students be doing? What should we see in the learning environment?
- Share Look For’s as a group.

The Observation (15 min)

- Ask for volunteers to restate the dos and don’ts for conducting an observation that were discussed earlier (capture teacher and student actions, include summary statements and direct quotes, don’t make inferences or judgments during the observation).
- Play [video](#)

After the Observation: Step 1 (10 min)

- The first step after the observation is to sort the evidence collected onto the CAP Observation Form. This is a required form in CAP and is what will be shared with the teacher candidate during the debrief (not your full set of notes).
- Review the considerations for categorizing evidence (see slide).
- Just as you would do with a jointly conducted observation, you will work with a partner supervisor to calibrate on the evidence that you will share with the teacher candidate. Work as pairs to complete the middle portion of this form. Remember that the focus elements were Well-Structured Lessons and Safe Learning

Before the Observation

- You will be conducting an unannounced observation of a 7th grade math lesson

Focus Element 1: I.3.A Well-Structured Lessons
Develop well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technology, and grouping.

Focus Element 2: II.B.1 Safe Learning Environment
Clear rules, routines, and appropriate responses that create an environment of safe physical and intellectual learning environments where students take academic risks and meet behaviors that interfere with learning are prevented.

In preparation, generate a list of “look for’s”:

- What should the teacher be doing?
- What should the students be doing?
- What should we see in the learning environment?

After the Observation

STEP 1: Sort evidence into the CAP Observation Form.

- Not every piece of evidence from your observation notes provides the context into the evidence table in the CAP Observations Form.
- Supplementary statements should explain what happened in the observation that shows/does not show that a skill has been demonstrated, rather than simply restate or create the CAP rubric performance description.
- Consider “tagging” evidence that gets included in the Observation Form by dimension (Quality, Scope, Consistency) so that it can easily be referred to when making summative judgments.

Environment, so evidence is required for those at minimum, but you may also feel free to include additional evidence as needed.

After the Observation: Step 2 (10 min)

- The next step is to identify reinforcement and refinement areas based on this evidence. Remember, reinforcement areas are areas of strength (what the candidate should keep doing) and refinement areas are areas for growth (what the candidate should improve upon and how).
- Review the considerations for identifying this feedback (see slide).
- Again, work with your partner to prioritize what will be shared with the teacher candidate. Fill in the bottom portion of this form.

After the Observation: Step 3 (10 min)

- The final step is to prepare for the post-conference meeting.
- Using the recommended Post-Conference Planning form, plan with your partner: What evidence will you highlight to support the refinement and reinforcement areas you have identified? What concrete suggestions would you suggest to help the candidate continue to improve?

Whole Group (10 min)

- Share and discuss.

After the Observation

STEP 2: Identify 1-2 areas for reinforcement and 1-2 areas for refinement.

- Choose reinforcement and refinement areas for which you have sufficient and specific evidence from the lesson.
- Prioritize based on which areas have the greatest potential impact on student achievement and on other areas of the candidate.
- Make sure that the reinforcement is not directly related to the refinement. It is important that candidates use their area of strength as separate from their area needing improvement.
- Select refinement topics around which you are prepared to provide specific support.

After the Observation

STEP 3: Prepare for the Post-Conference Meeting.

What evidence will you highlight to support the refinement and reinforcement areas you have identified?

- For reinforcement areas:
 - How will you recommend that the candidate continue to maintain this practice?
- For refinement areas:
 - What concrete suggestions can you provide to help the candidate improve?
 - What potential resources or practice opportunities can you suggest?

Whole-Group

- Share:
 - What reinforcement and refinement areas did you identify?
 - What recommendations would you make to this candidate?
- Discuss:
 - Were the reinforcement/refinement areas consistent across all pairs?
 - Which of the recommendations are most likely to improve teacher practice in the refinement area?

V. Closing and Next Steps (5 minutes)

Closing

- Recap key points of the workshop (see slides).

Recommended Next Steps

- Review suggested next steps and corresponding ESE resources (see slide).

Closing

- Observations are a critical source of evidence in CAP.
- The purpose of observations in CAP is:
 1. Collect and document evidence of performance for the 6 essential elements measured by CAP.
 2. Provide focused, actionable feedback to candidates about their performance.
- ESE's Model Observation Protocol describes key steps that should be taken *before* (for announced observations), *during*, and *after* each observation.

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Closing

- Evidence collected during observations should document teacher and student actions and behaviors without judgment.
- After the observation, supervisors should analyze the evidence to identify trends and select illustrative examples of the educator's practice to ground feedback.
- Feedback must be focused and actionable and be accompanied by specific strategies or supports available to the educator.
- Calibration between program supervisors and supervising practitioners (and other teacher educators) is essential to delivering a consistent CAP experience for candidates.

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Recommended Next Steps

- Repeat this exercise with a different video and different focus elements.
- Facilitate calibration training with teams of teacher educators in order to cultivate a shared understanding of proficient practice and high quality feedback.
- Review available ESE resources, including the [Calibration Training Workshop](#) and the [CAP Supervisor Online Module](#).

