Using the Model Observation Protocol in CAP

Workshop for Program Supervisors and Supervising Practitioners

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION

Warm-Up

Turn & Talk:

Think of a time when you provided or received effective feedback based on an observation. What made it effective?

Session Objective

- After today's workshop, participants will be able to:

  o 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

CONTENTS

01 The Role of Observations in CAP

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.

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

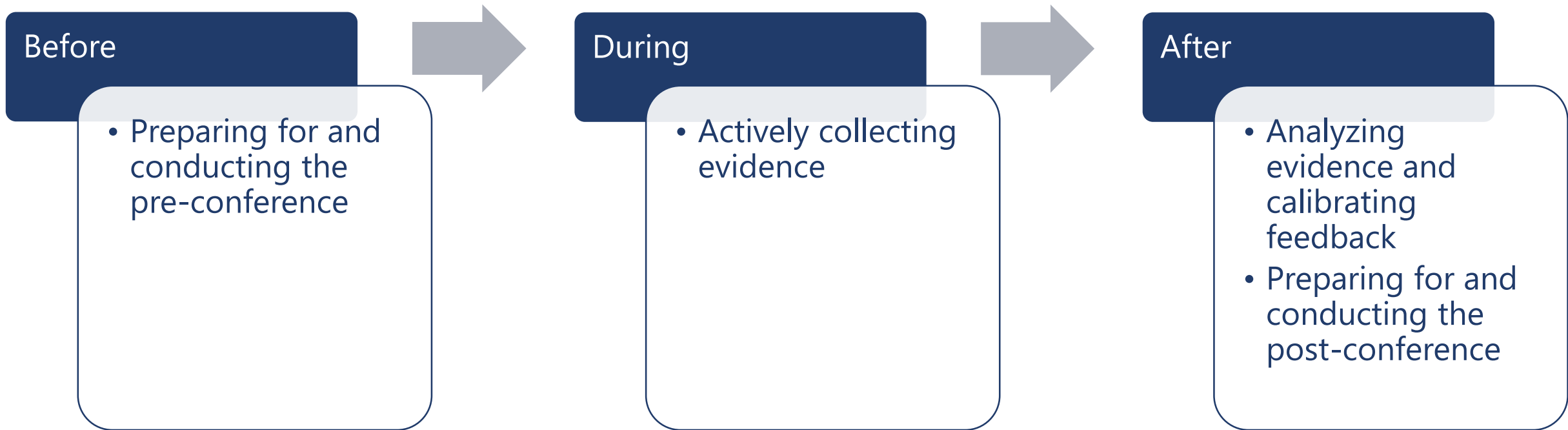| Essential Element	Observations				Measure of Student Learning	Student Feedback	Candidate Artifacts	Professional Practice Goal
	#1 Announced	#1 Unannounced	#2 Announced	#2 Unannounced				
1.A.4: Well-Structured Lessons	✓	✓			✓			
1.B.2: Adjustments to Practice			✓	✓	✓			
2.A.3: Meeting Diverse needs			✓		✓			
2.B.1: Safe Learning Environment		✓				✓		
2.D.2: High Expectations	✓					✓		
4.A.1: Reflective Practice					✓	✓	✓	✓

02 Model Observation Protocol

ESE's Model Observation Protocol

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

Before
- Preparing for and conducting the pre-conference

During
- Actively collecting evidence

After
- Analyzing evidence and calibrating feedback
- Preparing for and conducting the post-conference

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 plan and materials, prior observations and feedback, self-assessment data
2. Generate guiding questions for the meeting
3. Coordinate with the other supervisor (if applicable) to identify a unified focus

Conducting the Pre-Conference Meeting

Introduction

- Set the purpose and structure of the meeting

Discussion of the Lesson

- Ask questions and facilitate a two-way conversation to learn more about the planned lesson

Summary of Next Steps

- Confirm the focus for the observation, including focus elements and additional areas based on candidate need

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

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 calibrate 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

Introduction

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

Discussion of Reinforcement & Refinement Areas

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

Summary of Next Steps

- Confirm next steps
- Leave time for questions

03 Practice

Before the Observation

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

Focus Element 1: 1.A.4 Well-Structured Elements
Develops well-structured lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping.

Focus Element 2: II.B.1 Safe Learning Environment
Uses rituals, routines, and appropriate responses that create and maintain a safe physical and intellectual learning environment where students take academic risks and most behaviors that interfere with learning are prevented.
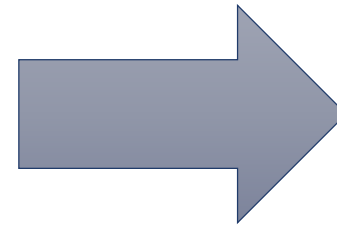
In preparation, generate a list of "Look For's":

- What should the teacher be doing?

- What should the students be doing?

- What should we see in the learning environment?

The Observation

Link to Video

STEP 1: Sort evidence into the CAP Observation Form.

- Not every piece of evidence from your observation notes needs to be sorted into the evidence table in the CAP Observation Form.

- Evidentiary statements should explain what happened in the observation that shows/does not show that a skill has been demonstrated, rather than simply reiterate or restate the CAP rubric performance descriptors.

- 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.

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 CAP rubric.

- Make sure that the reinforcement is not directly related to the refinement. It is important that candidates see their area of strength as separate from their area needing improvement.

- Select refinement topics around which you are prepared to provide specific support.

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 reinforce 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?

04 **Closing & Next Steps**

Closing

- Observations are a critical source of evidence in CAP.

- The purpose of observations in CAP to:

  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.

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.

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 Workshops and the CAP Supervisor Online Modules.
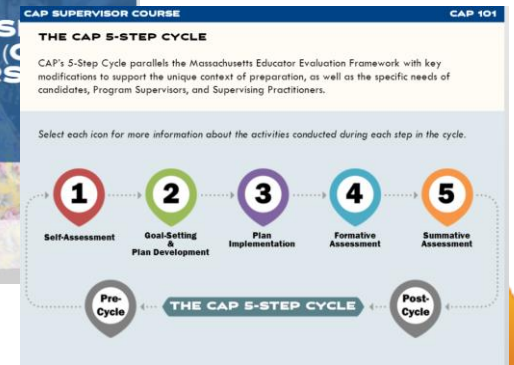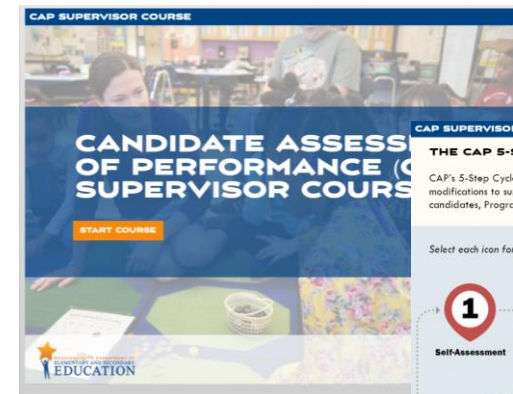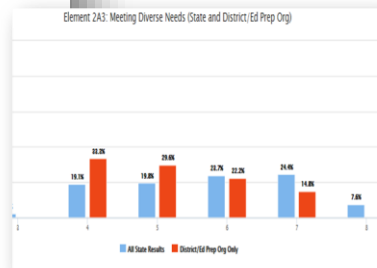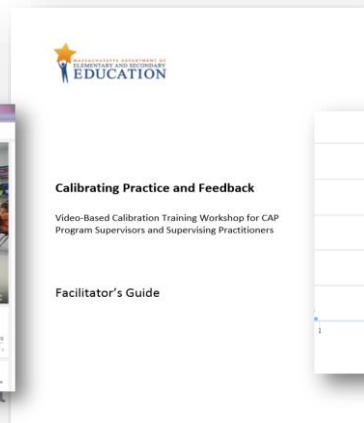
Thank you!

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