

Suggested Alternatives to Traditional Observations by Field Supervisors

To assist candidate's growth in:	Suggested activities:
Lesson Planning	<ul style="list-style-type: none"> • Ask for a lesson plan for an online lesson and analyze, with the candidate, how the plans were altered/modified/differentiated for the online environment (does not require the instruction to be observed). • Be a “critical friend” and help/coach the candidate to adjust/modify/differentiate a lesson plan for the candidate’s online environment. • Select a specific lesson plan strength or need (e.g., student engagement) and unpack what that might look like in the candidate’s online environment. • Unpack which elements of lesson planning translate to asynchronous environments, and how. • Have you or the candidate select a lesson plan from a previously observed lesson, and discuss how new learning since that observation (in person, Edthena, or online) has changed the candidate’s perspective on lesson planning (e.g., differentiation, pacing, etc.)
Instruction	<ul style="list-style-type: none"> • Phone chat/electronic invite to listen in/”observe” synchronous instruction (Google classroom, Microsoft Teams, Seesaw, Zoom, etc.)*,** • Observe videos that were already submitted for edTPA or that were not intended for edTPA and comment on Edthena.* • Watch an Edthena video together with the candidate and unpack it in real time.* • Ask the candidate to analyze a previously recorded video to unpack strengths and needs. Phone or video chat to calibrate.* • Have a video/phone chat with the candidate to talk about how online instruction is working in their setting. • If you established previous strength or growth areas for your candidate, unpack how these are unfolding in the candidate’s new setting. Unpack how this new learning could be used next year
Assessment	<ul style="list-style-type: none"> • Analyze previously recorded video for elements of formative or real-time assessment.* • Video or phone chat with the candidate how assessment is being done in the candidate’s setting. Analyze strengths and challenges. • Have the candidate send you student work (names removed) and analyze what the student work tells them about the students’ progress toward the learning target. You analyze, they analyze, or you collaboratively analyze in video or phone chat. • Coach and unpack innovative ways to use technology to assess students. • Unpack the benefits and challenges to asynchronous vs. synchronous online assessment.
Classroom Culture and Management	<ul style="list-style-type: none"> • Unpack how classroom culture and management translate to the candidate’s setting. What new challenges emerge? What benefits are there? How can you take lessons learned and apply them next year? How is starting anew online like starting a classroom in the fall? • Phone chat/electronic invite to listen in/”observe” synchronous instruction. Unpack opportunities to respond, engagement in online environment. *,** • Observe videos that were already submitted for edTPA or that were not intended for edTPA and comment on Edthena.* • Watch an Edthena video together with the candidate and unpack it in real time.* • Ask the candidate to analyze a previously recorded video to unpack strengths and needs. Phone or video chat to calibrate.* • If you established previous strength or growth areas for your candidate, unpack how these are unfolding in the candidate’s new setting. • Unpack the challenges students are having engaging in the candidate’s new setting. What are they seeing?

**Same video permission slips for City U required*

***Confirm with candidate that district will allow*