

**POP Cycle Guide**

**Site Coordinator:**

**Teacher Candidate:**

**Performance Assessment #:**

**Table of Contents:**

|  |
| --- |
| **Sections** |
| 1. **Scheduling the POP Cycle** |
| 1. **Steps for the completion of a POP Cycle** |
| 1. **Pre-Conference Expectations** |
| 1. **Tech Teach LP Template** *(Direct Instruction)* |
| 1. **Student Achievement Chart** |
| 1. **Post-Conference Expectations** |
| 1. **‘TAP ‘Big Six’ Scripting & Scoring & Self-Reflection Summary Template** |
| 1. **TAP ‘Big 6’ Indicators** |
| 1. **Post-Conference Note Taking Template** |

**Scheduling the POP Cycle**

Communicate directly with your Coordinator and Mentor Teacher to schedule the three (3) portions of the Performance Assessment process (1. **P**re-conference, 2. **O**bserved lesson delivery, & 3. **P**ost conference: A.K.A. ‘POP Cycle’)

Complete the following scheduling chart:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **DATE** | **TIME** | **LOCATION** |
| PRE-CONFERENCE *(less than 48 hours before lesson)* |  |  |  |
| LESSON DELIVERY |  |  |  |
| POST-CONFERENCE *(less than 48 hours after lesson)* |  |  |  |

**Steps of the POP Cycle**

|  |  |
| --- | --- |
| **Step #** | **Requirements** |
| **1. ID dates and times** | Communicate directly with your Coordinator and Mentor Teacher to schedule the three (3) portions of the Performance Assessment (1. **P**re-conference, 2. **O**bserved lesson delivery, & 3. **P**ost conference: A.K.A. ‘POP Cycle’) Insert dates, times locations in chart above (pg. 2, above) |
| **2. Plan & Prepare** | 1. Collaborate with your mentor teacher to identify the standard/content for your PA lesson 2. Use the **lesson plan template** *(below)* and **backwards design** to plan your lesson 3. When you have identified (or generated) the lesson’s summative assessment, **complete the Student Achievement Chart (SAC)**, column #2 re: ‘***Description of Student Work in each Mastery Category’*** *and* ‘Pre-test’ column *(# of students/ percentage of class /student names*) 4. \**Complete an* ***exemplar assessment sample at the ‘MEETS’ level*** *of mastery* 5. Prepare all materials required for lesson execution |
| **3. Pre-Conference** | Refer carefully to the ‘**Pre-Conference Preparation Expectations’** document (*below*) explaining expectations regarding your pre-conference. Bring all materials required and be prepared to discuss items as outlined in the document. (*Note: This is a professionalism expectation)* |
| **4. Lesson Delivery** | 1. Ensure recording device is charged and ready 2. Deliver lesson while being observed & video recording 3. Collect all student work (*summative assessment*) for scoring and analysis |
| **5. Self-Evaluation** | 1. Score student work and complete the remainder of the Student Achievement Chart (SAC) 2. Upload and view video 3. While viewing, use the ‘**TAP ‘Big Six’ Scripting & Scoring Template** (*below*) to document your evidence \*When scoring is complete, **upload your scores here:** <https://www.nieteducatorprep.org/Login?returnurl=%2fObservations> 4. Use the **self-reflection template** (*below*) to identify your **self-selected areas of reinforcement and refinement.** ***Be prepared to justify your selections based on: 1. Your recorded TAP evidence and 2. The student achievement scores.*** 5. Self-identify possible, ‘next steps’ for sustaining performance in your area of reinforcement and in improving performance in your area of refinement. 6. **Think**: What will the impact of these next-steps be on: 1. Student achievement and 2. Other TAP indicators? |
| **6. Post-Conference** | Refer carefully to the **Post-Conference Preparation Expectations** document (*below*) Bring all materials required and be prepared to discuss items as outlined in the document. (*Note: This is a professionalism expectation)* |

**Pre-Conference Preparation Expectations**

**Step 1:**

As part of your professional and academic responsibilities, please recall that it is mandatory that you bring all of the following to your pre-conference:

* Completed lesson plan, utilizing required template
* TAP rubric (*Hard copy or electronic*)
* Assessment sample (Exemplar at the ‘Meets’ level)
* Student achievement levels identified in writing (*Assessment scoring re: FAME)*
* Ability to articulate your most recent reinforcement and refinement areas (*PAs 2-4 only*)
* CEI Action Plan Progress Report Results *(PAs 2-4 only)*

*Additionally, you may consider bringing the following:*

* Pre-written questions to ask Coordinator
* Materials (*texts, manipulatives, web site, etc*.) being considered for use
* DOK and/or Blooms reference (*Hard copy or electronic*)

For the pre-conference, be prepared to discuss all of the following related to your PA lesson plan:

* **Standard(s), Objective(s) & Sub-Objectives**
* **Assessment**
* **Instructional Delivery**

**Step 2:**

As you prepare to maximize this pre-conference opportunity, consider how you will address the following:

a. What **standard(s)** are being utilized for this lesson? *(# & verbiage*)

b. Explain the standard(s) being utilized for this lesson. (*Re: content/skills*)

c. What are the **objective(s)** being utilized for this lesson? \*Specifically identify the:

1. alignment of the objective’s verb to that in the standard

2. measureable K.U.D. (What will students **K**now, **U**nderstand, and/or be able to **D**o at the end of this lesson?)

d. What are the **sub-objective(s)** being utilized for this lesson? \*Specifically identify the:

1. connections to prior learning/lessons

2. relevance to students’ real-lives and/or the real world

3. new, and/or review of content knowledge and skills (to include related-vocabulary)

**Step 3:**

1. Show an **exemplary assessment** being utilized for lesson (*Hard copy or electronic completed @* ***‘meets’ level***)
2. Clearly explain **the alignment of assessment to objective** (*With specific attention to verb(s)*)
3. Explain the **assessment’s exceeds level** *(\*With careful attention re: the ‘exceed’ level being achievement beyond the standard vs. ‘more correct’* at the same level)
4. Explain how you will **formatively assess** (*i.e.: Check for understanding (CFU)),* **throughout** the lesson, prior to administering a final assessment)
5. Explain **how** and **why** you will **differentiate assessment**(s)

**Step 4:**

1. Explain a recent TAP refinement area and actions you are taking to improve in this area *(Note:* *Refinement may be from previous PA, Mentor or, self-selected)*
2. Explain the lesson structure (sequence re: gradual release or inquiry) while referencing:
3. your lesson plan,
4. questions within the lesson plan template
5. the lesson’s related materials *(i.e.: anchor chart, manipulatives, etc.)*
6. how you plan to display improvement in your refinement area within this lesson
   * Rehearse (*model*), your plan for this area of refinement within this lesson

**Lesson Plan Template** *(Direct)*

|  |  |  |
| --- | --- | --- |
| **Teacher Candidate:** | | **Subject/Grade Level:** |
| **Standard:** *(TEK #s, letters AND full-verbiage)* | | |
| **Objective** *(\*Align to standard (\*verb). Make explicit & measureable)* | | |
| **Evidence of Mastery/Assessment:** | | |
| ***(Ensure alignment of assessment to standard & objective!)***  **To Do** *(\*Attach the following and submit with your lesson plan):*   * Complete SAC column #2 re: all levels of FAME * Submit a copy of the summative assessment * Submit an exemplar summative assessment *completed at the ‘MEETS’ level of mastery* | | |
| **Sub-Objectives** *(Sequenced from basic-complex:* ***Add additional ‘bullets’ as needed****-)* | | |
| * How will students review past learning and make connections to previous lessons?   + **SW** * How will students connect this lesson to their lives, and/or the real world?   + **SW** * What skills are needed to ultimately master the objective? *(Think: verbs/actions/* ***how****?)*   + **SWBAT** * What content knowledge is needed to ultimately master the objective? *(Think: nouns/* ***what****?)*   + **SWBAT** | | |
| **Key vocabulary:** *(Think:* ***How/when*** *will this be taught/reviewed?)* | | **Materials:** |
| **Opening** | | |
| *Plan to: activate student interest, connect to previous learning, state objectives and make relevant to real life-*   * activate student interest (‘hook’): * connect to past learning: * present the objective *(\*student-friendly?):* * make the content relevant to students: | | |
| **‘I Do’** *(Direct Instruction)* | | |
| **Teacher Behaviors:**  Think:   * How will you model/explain/demonstrate all knowledge/skills required of the objective? * What types of visuals will you use? * How will you check for understanding? (CFU) * How will you explain and model behavioral expectations? * Is there enough detail in this section so that another person could teach it?   *Plan:* | **Student Behaviors:**  Think:   * What will students be doing to actively capture and process the new material? * How will students be engaged?   *Plan:*   * + SW   + SW | |
| **Differentiation:** Think:   * What accommodations/modifications will you include for specific students during the, ‘I Do’?   + Plan: * Do you anticipate any students who will need an additional challenge at this time?   + Plan: | | |
| **‘We Do’** *(Guided Practice)* | | |
| **Teacher Behaviors:**  Think:   * How will **YOU** guide students in practice? * How will you ‘release’ students to support each other in practice? * How will you CFU? * How will you address misunderstandings or common student errors?   *Plan:* | **Student Behaviors:**  Think:   * How will student practice *with guidance*? * How will this practice mirror the pending independent practice and align to objective mastery?   *Plan:*   * + SW   + SW | |
| **Differentiation:** Think:   * What accommodations/modifications will you include for specific students during the, ‘We Do’?   + Plan: * Do you anticipate any students who will need an additional challenge at this time?   + Plan: | | |
| **‘You Do’** *(Independent Practice/Assessment)* | | |
| |  |  | | --- | --- | | **Teacher Behaviors:**  Think:   * How will you clearly communicate expectations for independent practice? (Behavioral & academic?)   *Plan:* | **Student Behaviors:**  Think:   * How will students complete the task? * What will students do if they need help? * What will students do if they finish?   *Plan:*   * + SW   + SW | | | |
| **Differentiation:** Think:   * What accommodations/modifications will you include for specific students during the, ‘You Do’/ Independent Practice/Assessment?   + Plan: * Do you anticipate any students who will need an additional challenge at this time?   + Plan: | | |
| **Closing/Student Reflection** | | |
| * How will students summarize their learning and state the significance of what they learned?   + Plan: **SW** * How will students connect their new learning to real life?   + Plan: **SW** | | |

**Student Achievement Chart (SAC)**

*Reminder: Bring all student assessments to your pre- and post-conference!*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***FAME Mastery Levels*** | ***Description of Student Work in each Mastery Category***  *(# Correct AND* ***characteristics*** *of work)* | ***Assessment Data Outcomes:*** | | |
| **Exceeds** | **Description for ‘Exceeds’ the standard:**  # Correct:  Student work to include: |  | Pre | Post |
| * Number of students: |  |  |
| * Percent of Total class: |  |  |
| * Student Names: |  |  |
| **Meets** | **Description for ‘Meets’ the standard:**  # Correct:  Student work to include: | * Number of students: |  |  |
| * Percent of Total class: |  |  |
| * Student Names: |  |  |
| **Approaches** | **Description for ‘Approaches’ the standard:**  # Correct:  Student work to include: | * Number of students: |  |  |
| * Percent of Total class: |  |  |
| * Student Names: |  |  |
| **Falls Far Below** | **Description for ‘Falls Far Below’ the standard:**  # Correct:  Student work to include: | * Number of students: |  |  |
| * Percent of Total class: |  |  |
| * Student Names: |  |  |

**Post-Conference Preparation Expectations**

**As part of your professional and academic responsibilities, it is mandatory that you bring all of the following to your post-conference:**

* Your completed scripting, scoring and ***self-reflection summary*** documents Note: *Viewing your own video prior to the post-conference is compulsory*
* TAP rubric (*Hard copy or electronic*)
* All student assessments – *graded and sorted by FAME scores*
* **Completed** Student Achievement Chart (SAC)

* Note taking document to record the R&Rs identified by your coordinator and the related next-steps for professional growth (*Below*)
* Evidence that your video and your self-scoring has been uploaded *(Coordinator: Insert links here-)*

**Additionally, for your post-conference, be prepared to discuss all of the following related to your PA lesson:**

* Overall, general impressions based on, data outcomes, your instructional delivery and the viewing of your video
* FAME assessment outcomes *(and your analysis thereof)*
* Self-selected R&Rs with explicit TAP evidence to support your selections
* Ideas for your next steps for professional development and how these will impact student achievement and other TAP indicators



**Teacher Candidate PA (\**Self*) Scripting and Scoring Template**

|  |  |  |
| --- | --- | --- |
| **Indicator** | * **(Proficient) Descriptors & Evidence** | * **Self-Score** |
| 1. **Instructional Plans** | * **LP contains measurable** and **explicit goals** **aligned** to state **content standards**: * state standard(s): * *(cut & paste from LP)* * objective(s): * *(cut & paste from LP)* * sub-objectives: * *(cut & paste from LP)* * evid. of mastery(assessment): * *(cut & paste from LP)* * (✓Off) * Activities & Materials **align to standard** *(verb & content): (\*See A&M evidence below)* * Sequenced from **basic to complex**: *(\*See S&O & PIC evidence below)* * **Age and interest** of most learners: *(\*See A&M evidence below)* * Build on **prior** student **knowledge**: *(\*See S&O evidence below)* * Provide appropriate **time for student work**, and **lesson** and **unit closure:** *(\*See PIC evidence below)* * **Accommodations** for individual student needs:   + plans for **differentiation**: *(cut & paste from LP)*   + **co-teaching**: *(cut & paste from LP)* |  |
| 1. **Standards and Objectives** | * **Most** learning objectives are explicitly communicated:   + Orally (*time*):   + Posted: * Sub-objectives are **mostly** aligned to the lesson’s major objective: *(cut & paste from LP)* * Connected to previously learning: * Expectations student (\**academic & behavioral*) performance clear:   * State standards displayed (*where*): * **Most** students demonstrate **mastery** **(\*‘*weighted’*):**   + *Observable* via *(record S quotes & behaviors related to obj. mastery):*   + Assessment outcome: |  |
| 1. **Presenting Instructional Content** | * **Visuals** that establish the **purpose**:   + *(list)*   + preview the organization (*agenda*):   + internal summaries: * Examples, illustrations, analogies, and labels: * **Modeling** demonstrates **performance expectations**:  * **Concise** communication:  * Logical **sequencing** *(basic-complex****)*** and **segmenting** *(pacing):*   Direct Instruction:   * + Opening (time):   + Instructional Input (time):   + Guided Practice (time):   + Independent Practice   + Closure (time):   **OR** *(\*Delete series (above or below) that is not-applicable to this lesson)*  Inquiry/5 Es:   * Engage: * Explore: * Explain: * Elaborate: * Evaluate: * All **essential information**: * No **irrelevant, confusing**, or **nonessential** information: |  |
| 1. **Activities and Materials** | * **Support objectives**: * **Challenging**: * **Sustain attention**: * **Variety of thinking**: * **Time for reflection**: * **Relevant**: * **S-to-S interaction**: * Induce **curiosity** and **suspense**: * **Choices**: * **Multimedia** /**technology**: * **Teacher-made materials**: |  |
| 1. **Academic Feedback** | * Feedback is **mostly academically focused, frequent**, and mostly **high quality**   *(TC & S quotes:)*    * Feedback (***when)***?: * **Circulates** to support engagement and monitor student work: * **Feedback** used to **monitor** and adjust **instruction**: * (*Examples* *TC & S quotes/actions*): |  |
| 1. **Managing Student Behavior** | * **S’s mostly well-behaved and on task**: * **TC establishes rules for learning and behavior:** * **(MSB) Techniques**: * Deals with **students who have caused disruptions:** * **Whole class redirect**: |  |

**Self-Reflection Summary**

*(\*Complete and bring to your post-conference!)*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Rs** | **Self-Identified**  **R TAP Indicator** | **Evidence from video Observation:** | **Justification for this selection:** | **Next:** |
| **R+** | **(***Insert Tap acronym**here)* | *(Cut & Paste from chart above)* | ***Think***  Sustaining performance will impact:   * Student achievement by: * Other TAP indicators by: | ***Think***  I will c*ontinue*: |
| **R-** | **(***Insert Tap acronym**here)* | *(Cut & Paste from chart above)* | ***Think***  Refining performance will impact:   * Student achievement by: * Other TAP indicators by: | ***Think***  I can take the following steps to *improve* performance: |

**TAP ‘Big 6’**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Exemplary (5)** | **Proficient (3)** | **Unsatisfactory (1)** |
| **Instructional Plans** | Instructional plans include:   * Measurable and explicit goals aligned to state content standards; * Activities, materials, and assessments that: * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge, are relevant to students’ lives, and integrate other disciplines. * provide appropriate time for student work, student reflection and lesson and unit closure; * evidence that plan is appropriate for the age, knowledge, and interests of all learners and; * evidence that plan provides regular opportunities to accommodate individual student needs. | Instructional plans include:   * goals aligned to state content standards; * activities, materials, and assessments that: * are aligned to state standards. * are sequenced from basic to complex. * build on prior student knowledge. * provide appropriate time for student work, and lesson and unit closure; * evidence that plan is appropriate for the age, knowledge, and interests of most learners, and; * evidence that the plan provides some opportunities to accommodate individual student needs. | Instructional plans include:   * few goals aligned to state content standards * activities, materials, and assessments that: * are rarely aligned to state standards. * Are rarely logically sequenced. * Rarely build on prior time for student knowledge. * Inconsistently provide time for student work, and lesson and unit closure. * Little evidence that the plan is appropriate for the age, knowledge, or interests of the lerners and; * Little evidence that the plan provides some opportunities to accommodate individual student needs. |
| **Standards and Objectives** | * All learning objectives and state content standards are explicitly communicated. * Sub-objectives are aligned and logically sequenced to the lesson’s major objective. * Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines. * Expectations for student performance are clear, demanding, and high. * State standards are displayed and referenced throughout the lesson. * There is evidence that most students demonstrate mastery of the objective. | * Most learning objectives and state content standards are communicated. * Sub-objectives are mostly aligned to the lesson’s major objective. * Learning objectives are connected to what students have previously learned. * Expectations for student performance are clear. * State standards are displayed. * There is evidence that most students demonstrate mastery of the objective. | * Few learning objectives and state content standards are communicated. * Sub-objectives are inconsistently aligned to the lesson’s major objective. * Learning objectives are rarely connected to what students have previously learned. * Expectations for student performance are vague. * State standards are displayed. * There is evidence that few students demonstrate mastery of the objective. |
| **Presenting Instructional Content** | Presentation of content always includes:   * Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * Examples, illustrations, analogies, and labels for new concepts and ideas; * Modeling by the teacher to demonstrate his or her performance expectations; * Concise communication; * Logical sequencing and segmenting; * All essential information and; * No irrelevant, confusing, or nonessential information. | Presentation of content most of the time includes:   * Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * Examples, illustrations, analogies, and labels for new concepts and ideas; * Modeling by the teacher to demonstrate his or her performance expectations; * Concise communication; * Logical sequencing and segmenting; * All essential information and;   No irrelevant, confusing, or nonessential information. | Presentation of content rarely includes:   * Visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson; * Examples, illustrations, analogies, and labels for new concepts and ideas; * Modeling by the teacher to demonstrate his or her performance expectations; * Concise communication; * Logical sequencing and segmenting; * All essential information and;   No irrelevant, confusing, or nonessential information. |
| **Activities and Materials** | Activities and materials include all of the following:   * Support the lesson objectives; * Are challenging; * Sustain students’ attention; * Elicit a variety of thinking * Provide time for reflection; * Are relevant to students’ lives; * Provide opportunities for students-to-student interaction; * Induce student curiosity and suspense; * Provide students with choices; * Incorporate multimedia and technology and; * Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.) * In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring. | Activities and materials include most of the following:   * Support the lesson objectives; * Are challenging; * Sustain students’ attention; * Elicit a variety of thinking * Provide time for reflection; * Are relevant to students’ lives; * Provide opportunities for students-to-student interaction; * Induce student curiosity and suspense; * Provide students with choices; * Incorporate multimedia and technology and; * Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, cultural centers, etc.). | Activities and materials include few of the following:   * Support the lesson objectives; * Are challenging; * Sustain students’ attention; * Elicit a variety of thinking * Provide time for reflection; * Are relevant to students’ lives; * Provide opportunities for students-to-student interaction; * Induce student curiosity and suspense; * Provide students with choices; * Incorporate multimedia and technology and; * Incorporate resources beyond the school curriculum texts (e.g., teacher-made materials, manipulatives, resources from museums, etc.). |
| **Academic Feedback** | * Oral and written feedback is consistently academically focused, frequent, and high quality. * Feedback is frequently given during guided practice and homework review. * The teacher circulates to prompt student thinking, assess each student’s progress, and provide individual feedback. * Feedback from students is regularly used to monitor and adjust instruction. * Teacher engages students in giving specific and high-quality feedback to one another. | * Oral and written feedback is mostly academically focused, frequent, and mostly high quality. * Feedback is sometimes given during guided practice and homework review. * The teacher circulates during instructional activities to support engagement and monitor student work. * Feedback from students is sometimes used to monitor and adjust instruction. | * The quality and timeliness of feedback is inconsistent. * Feedback is rarely given during guided practice and homework review. * The teacher circulates during instructional activities, but monitors mostly behavior. * Feedback from students is rarely used to monitor or adjust instruction. |
| **Managing Student Behavior** | * Students are consistently well-behaved and on task. * Teacher and students establish clear rules for learning and behavior. * The teacher uses several techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks inconsequential behavior. * The teacher deals with students who have caused disruptions rather than the entire class. * The teacher attends to disruptions quickly and firmly. | * Students are mostly well-behaved and on task, some minor learning disruptions may occur. * Teacher establishes rules for learning and behavior. * The teacher uses some techniques, such as social approval, contingent activities, and consequences to maintain appropriate student behavior. * The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson. * The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class. | * Students are not well-behaved and are often off task. * Teacher establishes few rules for learning and behavior. * The teacher uses few techniques to maintain appropriate student behavior. * The teacher cannot distinguish between inconsequential behavior and inappropriate behavior. * Disruptions frequently interrupt instruction. |

**Performance Assessment Post-Conference**

**Note-Taking Form**

*\*Bring this form to each post-conference*

*\*\*Copy as a Google document if preferred!*

PA #1

Date:

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes:

PA #2

Date:

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes:

PA #3

Date:

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes:

PA #4

Date:

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | ***Explicit, Actionable* Next Steps** |
| Reinforcement |  |  |
| Refinement |  |  |

Additional Notes: