

Observing and Coaching the High-Leverage Practices

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STORMED Lab
University of Virginia



www.highleveragepractices.org







CoolClips.com



Foundation for



Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>



High-Leverage Practices for Students with Disabilities





High-Leverage Practices for Students with Disabilities



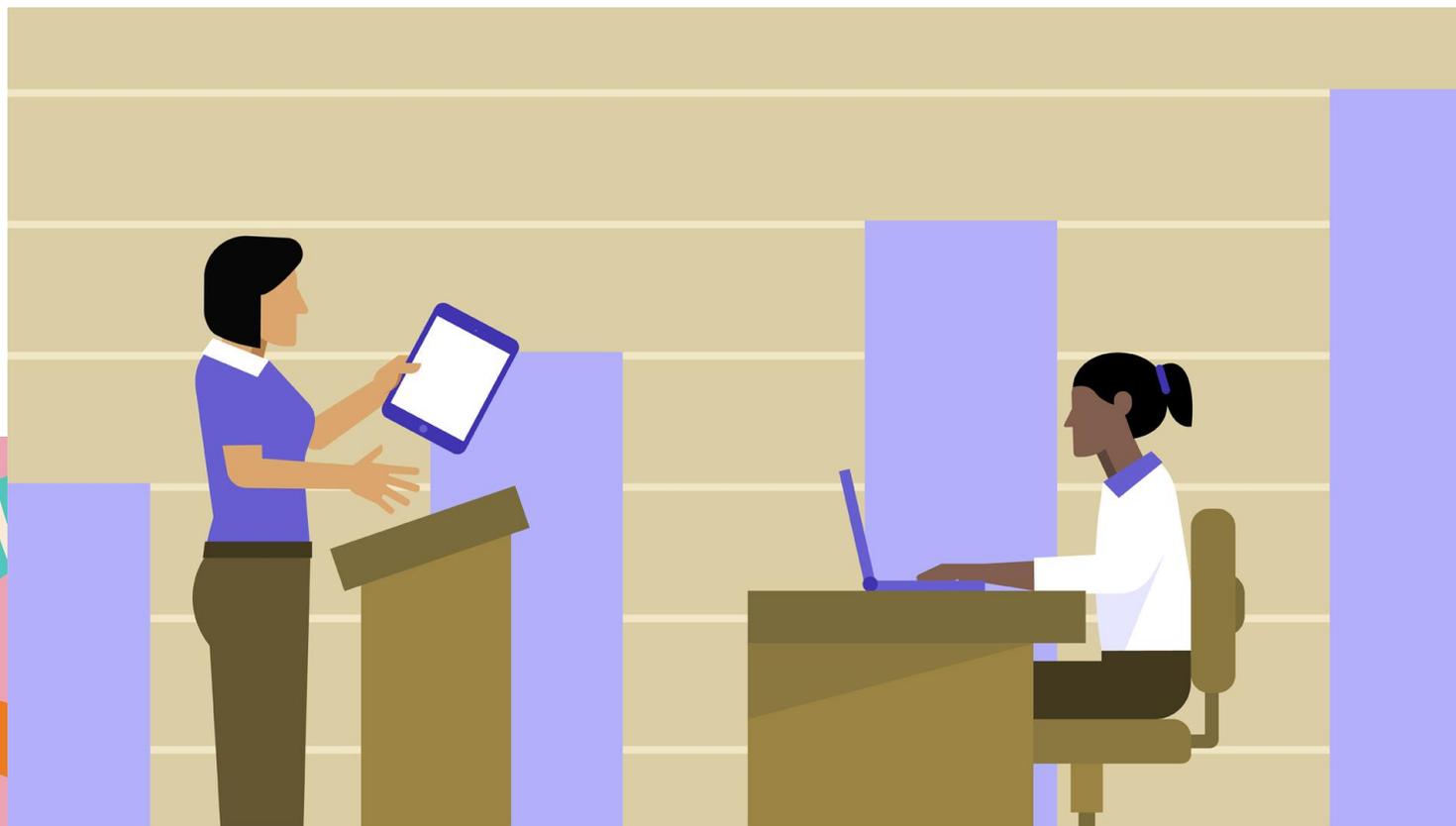


High-Leverage Practices for Students with Disabilities





High-Leverage Practices for Students with Disabilities





Four Domains; Big Implications for Practice

<https://highleveragepractices.org/hlp-leadership-guides>

Collaboration



Assessment



Social/Behavioral



Instruction





Collaboration

1. Collaborate with professionals to increase student success
2. Organize and facilitate effective meetings with professionals and families
3. Collaborate with families to support student learning and secure needed services



Assessment

4. Use multiple sources of information to develop and comprehensive understanding of a student's strengths and needs
5. Interpret and communicate assessment information with stakeholders to collaboratively design and implement educational programs
6. Use student assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes



Social/Emotional and Behavior

7. Establish a consistent, organized, and respectful learning environment
8. Provide positive and constructive feedback to guide students' learning and behavior
9. Teach social behaviors
10. Conduct functional behavioral assessments to develop behavior support plans for students



Instruction

11. Create long- and short-term learning goals
12. Systematically design instruction
13. Adapt curriculum materials to help students achieve goals
14. Teach cognitive and metacognitive strategies
15. Use scaffolded supports



Instruction

16. Use explicit instruction

17. Use flexible groupings

18. Use strategies to promote student engagement

19. Use assistive and instructional technology

20. Provide intensive instruction



Instruction

21. Teach students to maintain and generalize learning across settings
22. Provide high quality feedback

I promise to tell you more...

3:50 pm

Keynote Presentation: Implementation of High-Leverage Practices: The Need for Nuance and Finesse
Associate Professor Michael Kennedy, University of Virginia



**Streamlining Observations,
Feedback, Reflection, and
Professional Development: Are
You Ready to Be COACH**





COACHED

Online suite of professional development tools for teachers, administrators, coaches, teacher educators, and researchers



COACHED

Individual and Institution Accounts

- Varying levels of access



COACHED

Coaching Tools

- Observational tool: CT Scan
- Multimedia Instructional Videos: CAP-TVs
- Interactive Feedback Form
- Self-Reflection Matrices

Flexible Use



Flexible Use



COACHED Study goals

- Determine what feedback and systems preparation programs are currently using
- What type of feedback programs are generating for their candidates
- Train teacher educators on COACHED
- Compare COACHED use and feedback to current systems
- Gather user input

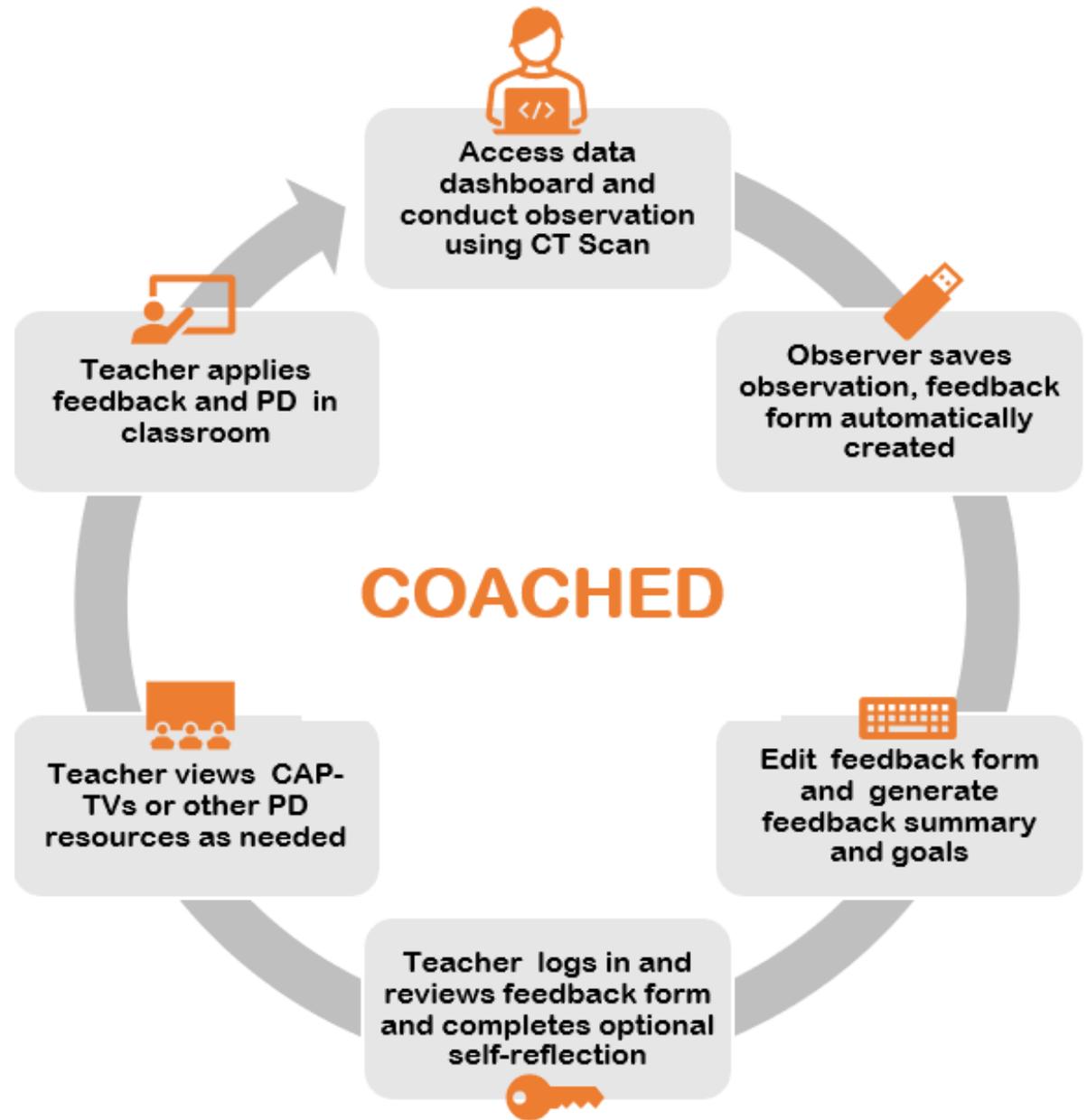


Focus on specific practices being used





COACHED Cycle



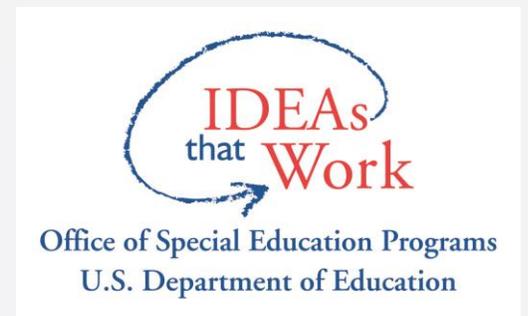
Welcome to COACHED

Capturing Observations and Collaboratively sHaring Educational Data

Created By

Michael Kennedy - mjk3p@virginia.edu

Rachel Kunemund - rk8vm@virginia.edu



Username: COACHED@test.com

Password: COACHEDtest



Log in

Use a local account to log in.

Email

Password

Remember me?

[Log in](#)

[Forgot your password?](#)

[Register as a new user](#)

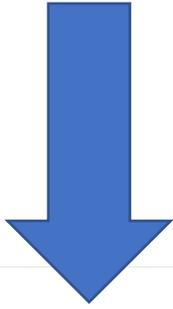
[Resend email confirmation](#)

<https://www.coached.education.virginia.edu/>

Users can observe colleagues, teachers in training, or themselves!



View Start Scan Upload Video	coach@test.com	👁 Coach/Observer	Test School
View Start Scan Upload Video	teacher@test.com	🍏 Teacher/Pre-service Teacher	Test School
View Start Scan Upload Video	admin@test.com	School LeaderShip/Researcher/Teacher Educator	Test School



 View |  Start Scan |  Upload Video

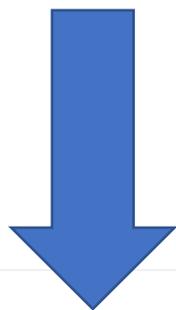
coach@test.com

 View |  Start Scan |  Upload Video

teacher@test.com

 View |  Start Scan |  Upload Video

admin@test.com



 View |  Start Scan |  Upload Video

coach@test.com

 View |  Start Scan |  Upload Video

teacher@test.com

 View |  Start Scan |  Upload Video

admin@test.com

Feedback for amattthews@fordson.k12. Please choose a session.

	Date	Observer Name	Subject
View	8/30/2022	Rachel Kunemund	English
View	8/26/2022	Rachel Kunemund	Reading
View	8/12/2022	Rachel Kunemund	English
View	8/11/2022	Test Account	English
View	8/11/2022	Test Account	English



Classroom Teaching Scan

Michael J. Kennedy
Wendy J. Rodgers, and John E. Romig

**Curry School of Education
University of Virginia**

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[Click to continue](#)

Setup

Teacher ID:	<input type="text" value="p.FUDGE.GATORS@GMA"/>
Observer name:	<input type="text" value="Olivia Coleman"/>
Observer email:	<input type="text" value="O.FUDGE.GATORS@GMA"/>
Grade:	<input type="text" value="K"/>
Academic content:	<input type="text" value="English"/>
Number of students:	<input type="text"/>
Number of students from CLD backgrounds?:	<input type="text"/>
Date:	<input type="text" value="09/11/2022"/> 
Block/Time:	<input type="text"/>
Instructional setting:	<input type="text" value="Co-taught"/>
Teacher level:	<input type="text" value="Preservice Teacher"/>
Remind every:	<input type="text" value="2"/> min(s) students on task

Help 

Select a video to view

Videos will not show up in the dropdown if they are available

Please select 



T Setup

Teacher ID:

Observer name:

Observer email:

Grade:

Academic content:

Number of students:

Number of students from CLD backgrounds?:

Date:

Block/Time:

Instructional setting:

Teacher level:

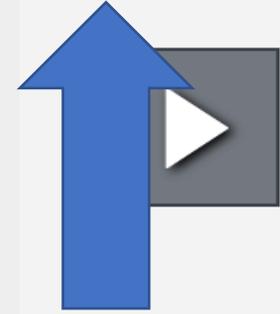
Remind every: min(s) students on task

Help 

Select a video to view

Videos will not show up in the dropdown if they are available

Please select 



Set **No category chosen yet...** ▶ 00:00

Set new practice

Add Vocab Term or Topic: Add

Student actions: Group Size: Co-teaching

Adapted Text
 Diagram/Graph
 Graphic Organizer
 Movie
 Object/Manipulative
 Picture/CPU

Send

Send

Deep
Q OTR

Rote
Q OTR

Chor/Grp
OTR

Non-Acad
OTR

FB Acad
Specific

FB Behav
Specific

Generic
FB

Prompt
Precorrect

Behavior
Specific
Redirect

Error
Correction

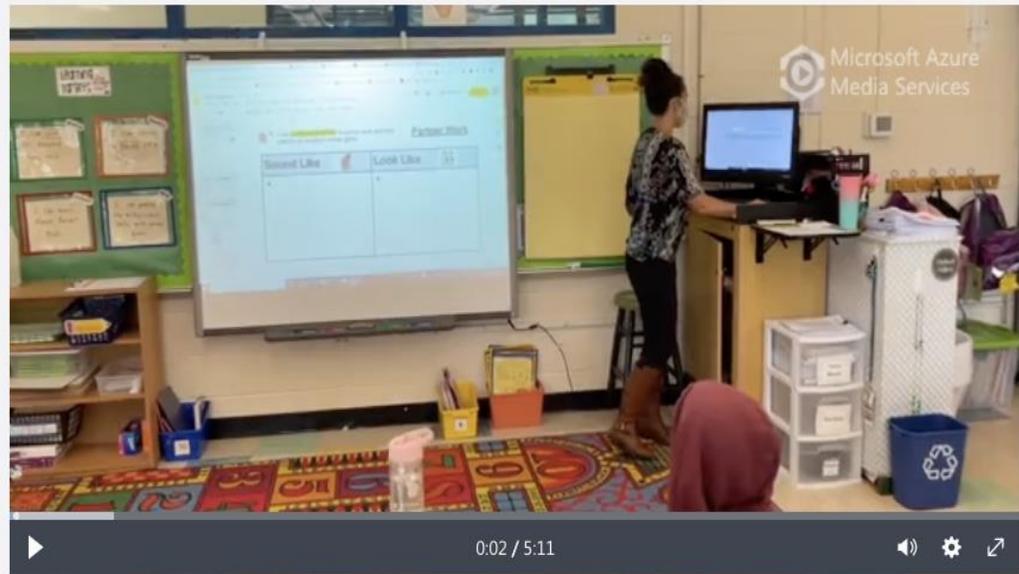
Student
Ask Q

Student
Asking Q

Custom
2

Custom
1

Done Help ?



Content of Lesson



Set Vocabulary Instruction 00:29

Definition - Student-friendly

- None
- Cues Instruction
- Relevant Elaboration Provided
- Uses Images
- Clear Language
- Monitors Understanding
- Reviews Background Knowledge

Set new practice Confirm

Add Vocab Term or Topic: Add

Student actions: Group Size: Co-teaching

Adapted Text Diagram/Graph Graphic Organizer
 Movie Object/Manipulative Picture/CPU

Send

Send

Deep Q OTR Rote Q OTR Chor/Grp OTR Non-Acad OTR FB Acad Specific FB Behav Specific Generic FB

Prompt Precorrect Behavior Specific Redirect Error Correction Student Ask Q # Student Asking Q Custom 2 Custom 1

Done Help ?

Category

=

Vocabulary Instruction



Practice

=

Student-Friendly Definition



Implementation Markers

=

Cues Instruction

Content of Lesson



Set Vocabulary Instruction

00:44

Definition - Student-friendly

- None
- **Cues Instruction**
- Relevant Elaboration Provided
- **Uses Images**
- Clear Language
- **Monitors Understanding**
- Reviews Background Knowledge

Set new practice

Add Vocab Term or Topic:

Student actions: Group Size: Co-teaching

- Adapted Text Diagram/Graph Graphic Organizer
 Movie Object/Manipulative **Picture/CPU**

Notes on specific efforts made by teacher to use or make practice(s) culturally responsive

Deep Q OTR	Rote Q OTR	Chor/Grp OTR	Non-Acad OTR	FB Acad Specific	FB Behav Specific	Generic FB
Prompt Precorrect	Behavior Specific Redirect	Error Correction	Student Ask Q	# Student Asking Q	Custom 2	Custom 1

Done

Help ?

Track terms, concepts, or broad topic being taught and sync to the category and practice being used.



How the lesson is being conducted

Set Vocabulary Instruction 00:44

Definition - Student-friendly

- None
- **Cues Instruction**
- Relevant Elaboration Provided
- **Uses Images**
- Clear Language
- **Monitors Understanding**
- Reviews Background Knowledge

Set new practice

Add Vocab Term or Topic: **Add**

Student actions: Group Size: Co-teaching

Adapted Text Diagram/Graph Graphic Organizer
 Movie Object/Manipulative **Picture/CPU**

Send

Send

Deep Q OTR	Rote Q OTR	Chor/Grp OTR	Non-Acad OTR	FB Acad Specific	FB Behav Specific	Generic FB
Prompt Precorrect	Behavior Specific Redirect	Error Correction	Student Ask Q	# Student Asking Q	Custom 2	Custom 1

Done Help ?

- Visual aids
- Group size
- Co-Teaching approach
- What the students are doing
- Qualitative notes
- Notes on Culturally Responsive Practices

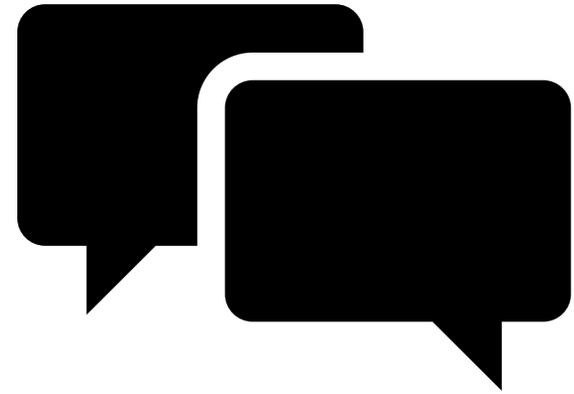
Counter Buttons

- Types of Opportunities to Respond (OTR)
- Feedback statements
- Prompts/ Precorrections & error corrections
- # of student questions
- Custom counters

The screenshot shows a software interface for 'Vocabulary Instruction'. At the top right, there is a timer showing '00:44'. Below the title, there is a 'Definition - Student-friendly' section with several bullet points: 'None', 'Cues Instruction', 'Relevant Elaboration Provided', 'Uses Images', 'Clear Language', 'Monitors Understanding', and 'Reviews Background Knowledge'. A 'Set new practice' button is visible. Below this, there is a form to 'Add Vocab Term or Topic' with a text input field and an 'Add' button. Further down, there are dropdown menus for 'Student actions' and 'Group Size', along with a 'Co-teaching' checkbox. A section of checkboxes includes 'Adapted Text', 'Diagram/Graph', 'Graphic Organizer', 'Movie', 'Object/Manipulative', and 'Picture/CPU' (which is checked). Below the checkboxes, there are two text input fields with 'Send' buttons. The bottom section features a grid of counter buttons: 'Deep Q OTR', 'Rote Q OTR', 'Chor/Grp OTR', 'Non-Acad OTR', 'FB Acad Specific', 'FB Behav Specific', 'Generic FB', 'Prompt Precorrect', 'Behavior Specific Redirect', 'Error Correction', 'Student Ask Q', '# Student Asking Q', 'Custom 2', and 'Custom 1'. A yellow oval highlights this grid of buttons. At the bottom left, there is a 'Done' button, and at the bottom right, there is a 'Help ?' button.



Coaching Feedback Form



Name: amattthews@fordson.k12

Date: 11/15/2021

Thanks for inviting me in for your lesson - I really enjoyed it! Below, you will find an overview of the target practices, an overview of your lesson, and a goal to work toward for the next visit. Further down, you will find a breakdown of the feedback statements and opportunities to respond observed, and a link to the CTScan data collected. As always, if you have questions about the information provided here, please reach out any time. Looking forward to seeing some more amazing teaching soon!

Vocabulary Instruction

Definition - Student-friendly

Timestamp: 0:01 - Time Used: 3 minutes 9 seconds

- Relevant Elaboration Provided
- Clear Language
- Reviews Background Knowledge
- Monitors Understanding
- Cues Instruction
- Uses Images

Topics:

phase changes
states of matter

Visual Aides Used during practice:

Object/Manipulative
Picture/CPU

Student Action(s) during practice:

Listening
Taking notes

Feedback Statements:

Breakdown:
3 total feedback statements
at a rate of ~1 per minute

2 generic feedback statements

Opportunities to Respond:

Breakdown:
5 total OTRs
at a rate of ~1 per minute

3 rote OTRs

Practice Based Feedback

Way to go! You did a wonderful job following up the student-friendly definition with additional elaboration. We know that often the definition on its own isn't enough to fully introduce the new term. When you expanded on the definition with the additional information, you gave students a fuller and more complete picture of the new term.

Definitions don't always make a lot of sense for students, so your use of clear language was a welcome strategy that helped students during the lesson.

You did a great job taking the time to review background knowledge, this helps students make connections to the new definition you introduced.

I loved the constant monitoring of understanding, you provided your students with plenty of opportunities to demonstrate learning!

When providing more student-friendly definitions, it is helpful to provide students with cues so that they can be prepared and know what to expect and be ready to copy down the information.

Additional Notes

Vocabulary Instruction

Demonstration

- Provides Feedback
- Clear Language
- Cues Instruction
- Sequential Presentation
- Think-Aloud
- Confirms Understanding
- Chunked Appropriately

Topics:

phase changes

Visual Aides Used during practice:

Student Action(s) during practice:

Writing

Feedback Statements:

Breakdown:
0 total feedback statements
at a rate of ~<1 per minute

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

Opportunities to Respond:

Breakdown:
0 total OTRs
at a rate of ~<1 per minute

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

Notes:

Timestamp: 0:46 - Time Used: 44 seconds

Practice Based Feedback

Your positive and consistent feedbacks really confirmed the understanding of your students and motivated them to provide more correct responses in the future. I love that!

It was nice to see you applied single and clear language when conducting your demonstration. It made everything clear and easy to follow.

Your explicit cues really helped students feel oriented and know what was coming next in the demonstration. Nice work!

I notice some students seemed to have difficulty following along. Keep in mind, creating a well-sequenced presentation helps student make sense of the content and put it all together.

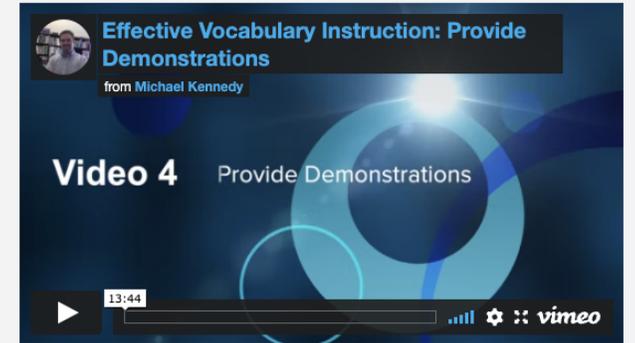
It can take some getting used to but talking through your thoughts/process during the demonstration can be a great way to demonstrate to your students how to process the information and think it through.

Demonstrations are complex and sometimes difficult for students to understand. Make sure you will stop sometime during class and confirm their understanding. /

Additional Notes



Training Video



- Category- Vocabulary Instruction
- Practice- Demonstration
- Time Stamp and Time Used

Vocabulary Instruction

Demonstration

Timestamp: 0:46 - Time Used: 44 seconds

- Provides Feedback
- Clear Language
- Cues Instruction
- Sequential Presentation
- Think-Aloud
- Confirms Understanding
- Chunked Appropriately

Topics:

phase changes

Visual Aides Used during practice:

Student Action(s) during practice:

Writing

Feedback Statements:

Breakdown:
0 total feedback statements
at a rate of ~<1 per minute

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

Opportunities to Respond:

Breakdown:
0 total OTRs
at a rate of ~<1 per minute

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

Notes:

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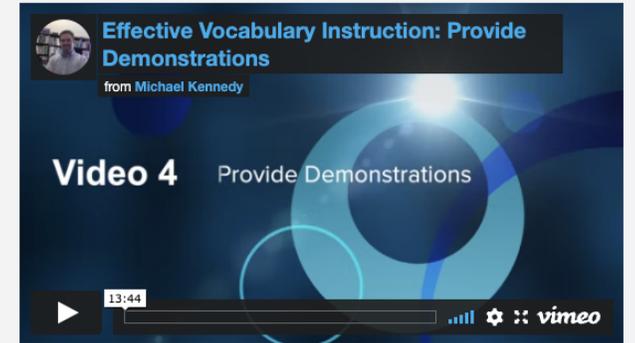
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Demonstrations are complex and sometimes difficult for students to understand. Make sure you will stop sometime during class and confirm their understanding.

Additional Notes



Training Video



- Implementation Markers
- Corresponding comments

Vocabulary Instruction



Demonstration Timestamp: 0:46 - Time Used: 44 seconds

Provides Feedback
 Clear Language
 Cues Instruction
 Sequential Presentation
 Think-Aloud
 Confirms Understanding
 Chunked Appropriately

Topics:
phase change

Visual Aides Used during practice: **Student Action(s) during practice:**
Writing

Feedback Statements:	Opportunities to Respond:
<i>Breakdown:</i> 0 total feedback statements at a rate of ~<1 per minute	<i>Breakdown:</i> 0 total OTRs at a rate of ~<1 per minute
0 generic feedback statements	0 rote OTRs
0 academic-specific feedback statements	0 choral/group OTRs
0 behavior-specific feedback statements	0 deep OTRs
	0 non-academic OTRs

Cues used during practice

0 correct prompt(s) provided
0 appropriate attention cue(s)
0 appropriate wait time(s)
0 present instructional cue(s)

Redirects and corrections:

0 prompt or pre-correct statements
0 behavior redirects
0 error corrections

Notes:

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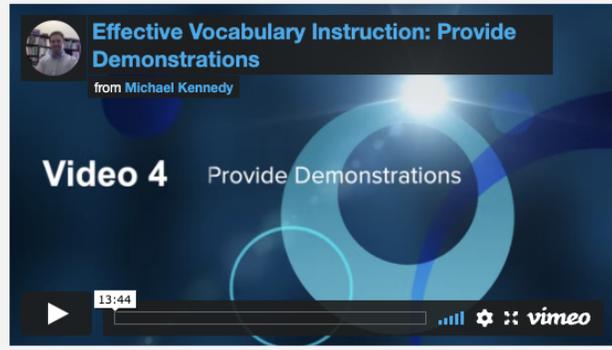
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Demonstrations are complex and sometimes difficult for students to understand. Make sure you will stop sometime during class and confirm their understanding.

Additional Notes

Training Video



- Counts of Behavior
- Button practices
- Visual Aids
- Student Actions
- Important* this is the number during the noted practice (here = Demonstration) only

Associated CAP-TV Training Video

Vocabulary Instruction

Demonstration

Timestamp: 0:46 - Time Used: 44 seconds

- Provides Feedback
- Clear Language
- Cues Instruction
- Sequential Presentation
- Think-Aloud
- Confirms Understanding
- Chunked Appropriately

Topics:

phase changes

Visual Aides Used during practice:

Student Action(s) during practice:

Writing

Feedback Statements:

Breakdown:
0 total feedback statements
at a rate of ~<1 per minute

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

Opportunities to Respond:

Breakdown:
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at a rate of ~<1 per minute

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

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0 error corrections

Notes:

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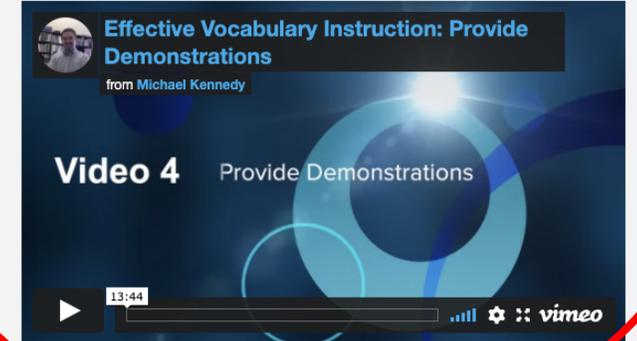
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Additional Notes

Training Video



Vocabulary Instruction

Definition - Student-friendly

Timestamp: 0:01 - Time Used: 3 minutes 9 seconds

- Relevant Elaboration Provided
- Clear Language
- Reviews Background Knowledge
- Monitors Understanding
- Cues Instruction
- Uses Images

Topics:

phase changes
states of matter

Visual Aides Used during practice:

Object/Manipulative
Picture/CPU

Student Action(s) during practice:

Listening
Taking notes

Feedback Statements:

Breakdown:
3 total feedback statements
at a rate of ~1 per minute

2 generic feedback statements

1 academic-specific feedback statements

0 behavior-specific feedback statements

Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

Redirects and corrections:

0 prompt or pre-correct statements

1 behavior redirects

0 error corrections

Notes:

Practice Based Feedback

Way to go! You did a wonderful job following up the student-friendly definition with additional elaboration. We know that often the definition on its own isn't enough to fully introduce the new term. When you expanded on the definition with the additional information, you gave students a fuller and more complete picture of the new term.

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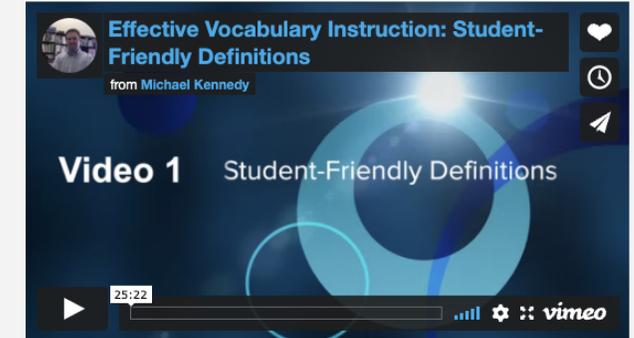
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I loved the constant monitoring of understanding, you provided your students with plenty of opportunities to demonstrate learning!

When providing more student-friendly definitions, it is helpful to provide students with cues so that they can be prepared and know what to expect and be ready to copy down the information.

Additional Notes

Training Video



- At this point in the lesson the teacher has switched to presenting a Student-Friendly definition of the vocab term
- Same set up as before



Session Overview

Overview:

Thanks for allowing me to observe you during your lesson today. You did a nice job cueing instruction when introducing the new definition and providing examples for teaching photosynthesis today, this quick cue helped orient students and gain their attention. I didn't hear a cue for non-examples so lets keep this in mind for the future. It is crucial that you use clear language when providing the student-friendly definition, this will help keep things simple and avoid confusion among students. I really enjoyed the non-examples, these are important for helping students make sure they aren't overgeneralizing the term. It is

Goal for Next Observation:

1. Focus on distinguishing similarities in non-examples-watch the modeling portion of the Non-Example CAP video before your next lesson.
2. Make sure you use clear language when introducing a new term, it helps to prepare the definition and further description in advance.

Summary of teacher efforts to embed culturally responsive pedagogies or practices into the lesson:

When introducing the definition of photosynthesis, you included both English and Spanish text, which is particularly helpful for your English language learners.

After reviewing a couple of examples of the new term, you asked students to generate their own examples from their lives. This helps them make connections to the real world.

Total Feedback Statements:	Total Opportunities to Respond:
<i>Breakdown:</i> 9 total feedback statements at a rate of ~<1 per minute	<i>Breakdown:</i> 20 total OTRs at a rate of ~1 per minute
5 generic feedback statements	11 rote OTRs
4 academic-specific feedback statements	4 choral/group OTRs
0 behavior-specific feedback statements	4 deep OTRs
	1 non-academic OTRs

Total redirects and corrections:
<i>Breakdown:</i> 1 total prompts or precorrect statements
<i>Breakdown:</i> 1 total behavior redirects
2 total error corrections

Summary of Coaching Feedback

- Overview of observation
- Goal for next time
- Overview of use of Culturally Responsive Practices
- Total counts for behavior buttons
- Methods of sharing feedback



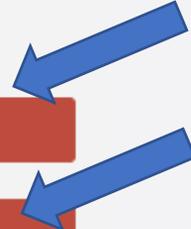
Save Changes

Select a reflection template for this teacher to fill in. This will be added to the feedback link sent.

None 

Download PDF

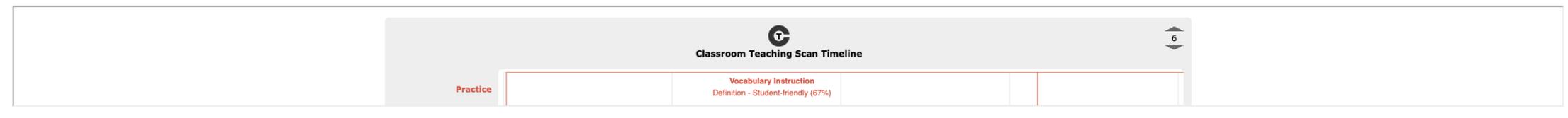
Send Feedback Link To Teacher



Sending Feedback

- Download PDF
- Send email directly to teacher
- Teacher has access through their account

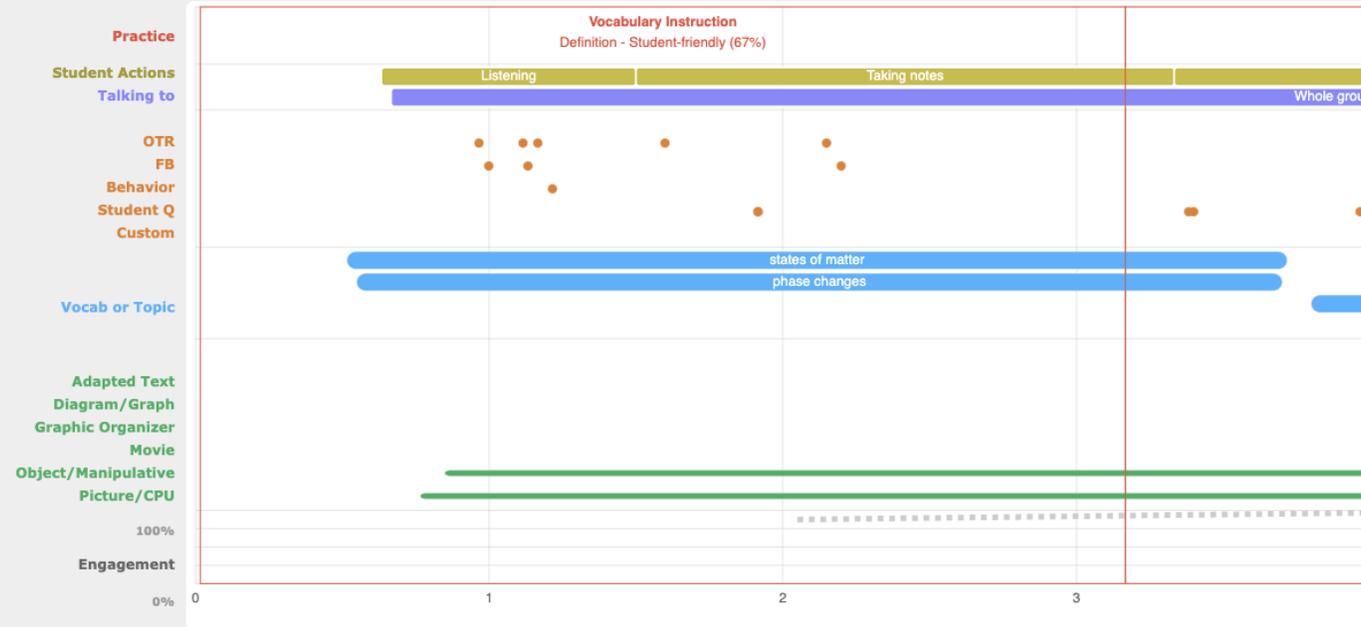
Teaching Scan Timeline



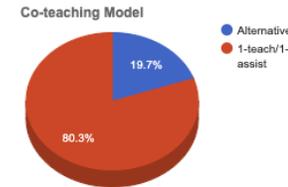
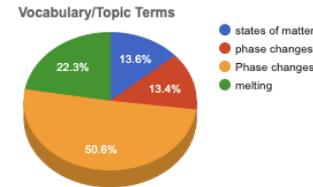
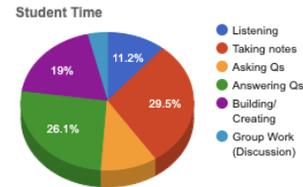
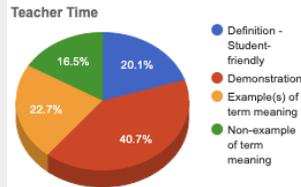
Classroom Teaching Scan Timeline	
Practice	Vocabulary Instruction Definition - Student-friendly (67%)



Classroom Teaching Scan Timeline



Help ?



Setting	Value	Event	(#)	#/M	Vocabulary Practices	Time	Markers used	Total
Session Id	2407	Deep Q OTR	(5)	0.3	Definition - Student-friendly	03:09	67%	20%
Observer	Rachel Kunemund	Rote Q OTR	(15)	1.0	Demonstration	06:23	57%	41%
Observer email	rk8vm@virginia.edu	Choral OTR	(8)	0.5	Example(s) of term meaning	03:34	83%	23%
Teacher Id	amatthews@fordson.k12	Non Academic OTR	(3)	0.2	Non-example of term meaning	02:35	71%	17%
Grade	7	Academic Specific FB	(6)	0.4				
Subject	Reading	Behavior Specific FB	(1)	0.1				
Date	2021-11-15	Generic FB Statement	(11)	0.7				
Block		Prompt or Precorrect Statement	(1)	0.1				
Setting	Co-taught	Behavior Specific Redirect	(2)	0.1				
Video		Error Correction	(2)	0.1				
Reminder	2	Student Ask Q	(10)	0.6				
Research		Num Student Ask Q	(5)	0.3				
Template	menus.txt	Custom 2	(0)	0.0				
		Custom 1	(0)	0.0				
		Correct Prompt Provided	(0)	0.0				
		Appropriate Attention Cue	(0)	0.0				
		Present Instructional Cue	(0)	0.0				
		Appropriate Wait Time	(0)	0.0				
					Total vocabulary practices used	4		
					Total time when all markers were used	00:00		
					Quality Vocabulary Index	1.69		

Self-Reflection Matrix



Save Changes

Select a reflection template for this teacher to fill in. This will be added to the feedback link sent.

None 



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Send Feedback Link To Teacher



Reflection Matrix

- Use teacher responses to inform feedback
- Teacher may indicate they need additional support in an area or not recognize where they need support

Focus Items	Describe what happened by detailing the specific teaching choice you made	Analyze by explaining the reasons why you made the teaching choice	Judge the success of specific decisions by noticing the effects on a portion of or the lesson overall	Apply insights to create a plan for extending effective or changing ineffective practices in future lessons
Student-Friendly definition Teacher introduced student-friendly definition in manner that allowed students to be prepared to learn the content and anticipate the definition				
Student-Friendly definition Teacher presented student-friendly definition with language and images that were clear and encouraged student understanding				
Student-Friendly definition Teacher monitored student understanding of student-friendly definition by providing opportunities to respond and feedback as needed				



Save and Continue

COACHED uses

Research

School-based

- Administrators/Coaches
- Teacher self-observation

Teacher preparation

- Candidate and supervisor
- Teacher-candidate self-observation



- COACHED is available at ***no cost*** to individual users and institutions
- We are always looking for ***new partners***
 - K-12
 - Universities/ Teacher Educators



Streamlining Observations, Feedback, Reflection, and Professional Development: Are You Ready to be COACHED?

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ABSTRACT

Special education teacher preparation programs vary in their usage of practices (e.g., modeling and performance feedback) that have consistently been shown to effectively coach pre-service teachers to sustain high-quality implementation of teaching practices. Research even suggests that some pre-service special education teachers may not receive any of these coaching practices during their field experiences. In this article, we describe a feasible multimedia coaching option for teacher educators and teacher candidates to use to streamline the observation and coaching process using effective coaching practices and improved consistency. Specifically, this multimedia tool can be used to document pre-service teacher practice, generate feedback, deliver targeted instruction, and provide the opportunity for structured self-reflection.

KEYWORDS

Coaching, multimedia, preservice teachers, special education

TechinAction

A Multimedia Option for Delivering Feedback and Professional Development to Teachers

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Journal of Special Education Technology

1-11

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DOI: 10.1177/01626434211004121

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