

# SeeMeTeach<sup>®</sup>

## User's Manual

SeeMeTeach - Teacher Observation Reimagined  
A WEB BASED TEACHER AND CLASSROOM OBSERVATION APP  
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## 1. Welcome To SeeMeTeach - Teacher Observation Reimagined!

Welcome to SeeMeTeach<sup>®</sup> (hereafter referred to as SMT). SMT is a powerful teacher observation, feedback, and coaching tool that addresses and solves problems that limit the potential of teacher and classroom observations. SeeMeTeach has both a qualitative mode for comments and feedback and a unique quantitative mode for robust data collection that stands by itself or linked to video or audio, with instant analysis for feedback and coaching. SMT is a tool used by educational professionals that fills the critical need for evidence-based observations when preparing teachers and improving or refining classroom instruction.

## 2. Terms of Service

Before proceeding and using SMT, you must read and agree to the complete **Terms of Service/Privacy Agreement**. The **TOS/PA** was provided during the registration process but is also located at the bottom of each page on the SMT website. Make note that the **TOS/PA** may be modified when necessary; modifications may occur after your initial reading during registration, so you are hereby advised to periodically read the TOS/PA for changes that may apply to you. While not substitute for reading the complete Terms of Service, and abbreviated version is located at the end of this document .

## 3. Anytime, Anyhow, Anywhere!

SMT can be used live in the classroom, or when observing via an online video link, or directly from a pre-recorded video or audio of the teacher teaching. In a world where completing observations in a school is more difficult due to restricted visitations, SMT is even more of a ubiquitous and necessary tool for helping supervisors, future teachers, and teachers complete the required observations.

The team here at SMT extends a hearty welcome and congratulations to those who have decided to incorporate this powerful tool into the teacher and classroom observation process. The SMT team is looking forward to SMT being used for a variety of reasons and in many different settings. As such, we encourage users to provide any feedback or suggestions for making SMT an even more powerful tool.

## 4. Why Use SMT? Added Value, Synergy, and Power!

First, SMT addresses and solves many problems related to classroom observation. SMT allows for collecting and analyzing the important but often overlooked quantitative factors that are critical indicators of instruction. SMT also contains a qualitative mode that makes it a tool that provides instant feedback bolstered by both data and evidence when paired with the quantitative mode.

While either the qualitative comments tool or quantitative data-gathering tool can stand alone, there is additional synergistic power when using the data to add meaning and detail to the commentary aspect of the observation. The data gathered complete a story about how teachers interact with their students, how students interact, and how students behave in the classroom. All these classroom dynamics are critical factors concerning the success of a lesson.

With the vibrant data collection, this tool helps reduce the subjectivity of classroom observations and adds significant value to teacher or classroom observations. Beginning or experienced teachers who desire to improve their craft and strive to be more effective in the classroom know the power of using data and analysis to refine and elevate their teaching to new levels. Administrators or teacher preparation personnel who want to use either or both qualitative and quantitative indicators will find SMT is a tool for powerful feedback, evaluation, and coaching. In short, any educator who studies teaching will stand to benefit from the use of SMT.

Second, SMT also addresses the problem of scant or minimal communication between members involved in the observation. SMT contains a unique observation, feedback, and collaboration platform, which helps facilitate and improve communication and the sharing of comments, data, and summative forms for up to four observation team members. This team might consist of the observing administrator, the teacher, and perhaps a peer mentor or second administrator in a school. In a teacher education program, the team might consist of the student-teacher, cooperating teacher, university supervisor, and maybe another member of the teacher preparation team or another student teacher who is team-teaching in that classroom.

Third, the education world has entered an era of increased measurement of school effectiveness and teacher preparation and teacher effectiveness. Schools, teachers, teacher preparation programs, and future teachers (edTPA) are now facing high stakes testing that has consequences. As such, using more data and evidence from those who prepare teachers or teachers who practice in the classroom will help buffer any frivolous suggestions, subjective conclusions, or outright assaults on their practice.

With this tool, the teacher and collaborating observer(s) can establish baseline data that aids in setting targets regarding general and specific teaching skills and use data to focus on the indicators for a learning environment in which:

- Teachers ask questions, respond, and use wait-time to foster student thinking and engagement in lessons.
- Students take risks, are willing to respond to questions, and are highly engaged in the lesson.
- Teachers know what their students are thinking, thereby knowing why they are successful or have difficulties.
- Teachers set up the classroom climate for fruitful discussions and foster student-to-student interactions.
- Teachers develop positive relationships with students and are successful in classroom management.
- Small groups are productive, and small group members are equitably contributing and engaged in learning.

In short, SMT helps to uncover and use data and evidence-based critical indicators of teaching effectiveness that can have a significant impact on teaching and learning in the classroom when modified. The data and comments collected are a potential source of rich and robust feedback for the person who is being observed.

## 5. A Paradigm Shift - This tool provides:

- A complete profile of all teacher actions and teacher-student interactions in the lesson to show the predominance of behaviors and teacher tendencies, including:
  - The types of questions asked by the teacher and how many of each type.
  - The types of teacher responses following student actions and how many of each type.
  - Wait-time averages and specific wait-times are noted for the teacher and student actions.
- A complete profile of all student actions showing interactions with the teacher, with other students, and student misbehaviors such as:
  - A heat-map summarizing which students are interacting and the amount of interaction and engagement for each student.
  - A clear picture of which students are passive vs. actively engaged.
  - A timeline of student engagement during various lesson segments with links to video.
  - Indicators that show whether students with special needs, ELL, or minority students are engaged at an equitable level in the classroom (in progress).
- An analysis of the data uncovering critical patterns of teacher-student interactions providing answers to questions such as:
  - When teachers ask questions and students respond, is it a productive pattern or one contrary to the goals of the lesson?
  - If student engagement and thinking is the goal, are open-ended questions present or absent?
  - Were all follow-ups to student responses teacher-clarifying instead of asking the student to explain their answer further?
  - What were the average times for wait-time one and wait-time two?
- A complete profile of student misbehaviors and how the teacher dealt with such behaviors and answers to questions such as:
  - Who was exhibiting misbehaviors - a few students versus many?
  - What, where, and when regarding the teacher intervention?
  - When are more misbehaviors occurring – during x type of lesson, y type of lesson, transitions between lessons, or the beginning/end of class?
- A record of small group interaction and engagement provides answers to questions such as:
  - The who, when, and what type of interactions occur between small group members?
  - Are all small group members interacting and contributing on an equitable basis?
  - What is the nature of the interactions between the teacher and the small group?

## 6. The Target of the Observation

SMT is a tool for data collection during an observation of a whole class period and the entire class of students or used on subsets of the class, such as a fifteen-minute section of small group work or a 30-minute section of lab work. Furthermore, SMT can be used at any level of teaching from K-college (or beyond) as the common denominator is teacher and student actions that paint a vivid picture of instruction. While SMT's data collection can be rich and extensive, each observation's goal and purpose will differ and determine what specific data needs to be collected and whether the user uses all the codes or a sub-set of the codes. A user can be ready to collect data with as little as 15 minutes of beginning to use SMT.

**A Quick Tour and Highlights of the SMT Tool** - If the user wishes to quickly see the power and highlights of using SMT for observation, they should go to the SMT homepage and view the short video that provides an overview of both the qualitative and quantitative mode of SMT. This video is updated periodically to keep up with the additions and changes to SMT.

## 7. Who Uses SeeMeTeach®?

**A Single User or A Synergistic Team** - While this App is a tool that can be used by a single user who wants to study their teaching, it can also serve as the observation platform and feedback tool for a team of up to four people. The following represents those who find this a game-changing tool:

- **A Pre-service Teacher**
  - A pre-service teacher who wants to use the power of video and data to examine their teaching can use SMT to become more aware of specific things to improve on. SMT can be used to analyze a lesson, collect data and commentary, and develop self-analysis and reflection skills. In short, SMT is a vital asset to pre-service teachers as it helps them to prepare for writing and submitting the edTPA high stakes assessment.
- **A Teacher Preparation Team**
  - This team works together to complete observations and provide feedback to a pre-service teacher. They can use the team-based communication platform to share observation details, data, and feedback and facilitate discussion between team members.
  - A methods instructor who has students completing fieldwork-based assignments can ask students to bring back videos with analysis and reflections of their efforts using SMT to document the implementation of specific strategies and results.
- **Teacher Education Leadership**
  - Teacher education leadership can use SMT to collect evidence and demonstrate accountability. Program directors, department heads, or Deans can register their group of faculty and future teachers SMT and use it as a tool for observations. Simultaneously, SMT is used to gather data and evidence to demonstrate the impact and effectiveness of their program on future teachers for internal reasons and to satisfy oversight entities who visit and scrutinize for evaluation purposes.

- **A Classroom Teacher**
  - Who wishes to view, analyze, and fine-tune their teaching.
  - Who is using video, collecting data, and using analysis, critical narratives, and reflections for bolstering their submission to the National Board of Certification of Teachers (NBCT)
  - Who wishes to use SMT data as evidence to help buffer the sometimes significant differences in teacher ratings from one administrator to another administrator.
  
- **A Classroom Teacher and School Team**
  - A teacher and a colleague, peer-coach, or mentor can use SMT to collaborate and improve instruction, remediate, or fine-tune classroom management challenges.
  - A teacher and administrator can collaborate to complete the yearly classroom observation and feedback assessment process using data from SMT.
  - Teachers might wish to demonstrate and highlight pedagogical strengths by using SMT with a videotape of one or more of their lessons and present the data with analysis as part of their observation process.
  
- **Administrators**
  - A more evidence-based lens may help administrators justify recommendations regarding specific aspects of teaching when designing improvement plans.
  
- **Graduate Students**
  - A graduate student who is working on a Master's or Ph.D. Thesis, particularly those who are completing action-research and studying teacher actions and student engagement in the classroom.
  
- **A Research Team**
  - Tasked with examining the effects of professional development on teaching and classroom instruction.
  - Tasked with studying how curricular innovation impacts instruction, teachers, or students.
  - Tasked with examining the impact of state or federal funding on classroom instruction.

## 8. SMT Supporting Documents

**SMT Teacher Challenges** – A series of min-action research explorations into teaching. A teacher identifies an issue, collects baseline data, implements a potential solution, or shift to their teaching, and collects data to compare with the baseline data looking at critical indicators of change and effective instruction.

**SMT and edTPA for Rubrics 6-10** – Documents that provide guidance on how to vastly improve the use of data and critical indicators when planning for, teaching, analyzing, and reflecting on lessons when writing edTPA Rubrics 6-10.

**SMT and NBCT** – How to incorporate data as evidence and indicators of powerful instruction into the NBCT reflection submission.

**SMT Cooperating Teacher** – How a cooperating teacher can incorporate data as evidence and indicators of effective instruction when providing feedback and coaching to future teachers in a clinical setting.

**SMT and Teacher Education** – How methods instructors and fieldwork supervisors can use SMT to provide feedback and coaching using evidence-based indicators. How the data collected can become evidence for overall program effectiveness.

**SMT, Teachers, Administrators and Schools** – How using SMT, Teacher Challenges, and SMT Professional Development Modules can be used to replace or supplement teacher observation.

**SMT Professional Development Modules** – A series of modules focusing on specific strategies and pedagogy related to exemplary instruction for the discipline. IP

**Graduate Students and Other Researchers** – How SMT can provide a platform for pedagogical research and using data vs. impressions.

**Grant and Curriculum Impact Evaluators** – How SMT can be used to evaluate the impact of grant-supported professional development or curriculum development on teaching and instruction, bringing critical data and indicators into the process.

## Teacher Challenges

**What are Teacher Challenges?** *Teacher Challenges* are mini action-research investigations that focus on a strategy, a teaching model, or teacher-student interactions that are important to your teaching. *Teacher Challenges* are meant to be personal explorations of teaching that serve to gather and analyze data on some aspect of teaching that allows the teacher to determine ways to improve teaching and increase the positive effect on the learner. While there are many *Teacher Challenges*, there is no prescribed pathway to follow or any specific endpoint in mind. Growth, change, fine-tuning one's teaching for the sake of improving student engagement and learning is the target of *Teacher Challenges*. While it is a personal exploration, the explorer quickly engages in a study of educational research to increase awareness and understanding of the existing research and guiding conclusions and learn more about the various factors linked together that form the complex act of teaching. Improving teaching is a lifelong pursuit. Once teachers see the value in engaging in a study of their teaching, the typical teacher observation becomes even more obsolete.

### The Typical Flow of Activities

a. *The What and Why* - Describes a common teaching practice that might benefit from modifications and generates a strong case for why it is an issue. What aspect of teaching is being investigated? The teacher focuses on a strategy, a teaching model, or teacher-student interactions that are important to their teaching. The goal is to change instruction in a manner that might or will increase student engagement or positively affect student learning.

b. *The Challenge* - The general steps that the teacher follows involves teaching a lesson in the normal manner, gathering, and analyzing some data, then looking at key indicators to determine the impact on the learner concerning goals for the lesson. Then the teacher changes their teaching by using a different strategy or altering how they interact with students during the lesson. More data is gathered and analyzed, then compared to the original data set to determine if the changes in pedagogy had the desired effect on student engagement and, ultimately, learning. Keep in mind that "learning" is more complex to measure, but many data and studies link student engagement to learning. The primary indicator of the effect of implementing changes to teaching and from data analysis is student engagement which is easy to document using the SMT observation tool.

### c. *The How*

#### Round One – Baseline Data and Indicators

1. Teach a lesson as usual and capture video.
2. Learn how to analyze the lesson and complete the SMT training needed to capture data.
3. Use SMT to capture and analyze data by linking the questions and corresponding data as best indicators.
4. Record data on the *Data Summary Chart* and identify what indicators to use and examine as change measures.
5. Use *SMT Modules* or online resources to mine for how to change instruction to better target and foster goals for instruction and have a more significant positive impact on student engagement and learning.

#### Round Two – Impact of Changes to Instruction

6. Modify instruction, teach, video the lesson, then again use SMT to collect data followed by comparing data that indicates change, growth, or impact when comparing the initial lesson to the second lesson.

## A Few Examples of Teacher Challenges

- ◆ Increasing Student Engagement
- ◆ Small Group Productivity and Equitable Contributions
- ◆ Increasing Wait-Time
- ◆ Using a New Teaching Strategy

### SMT Professional Development Modules

Teaching is a complex activity that involves a plethora of decisions, and therefore, there are many *SMT Professional Development Modules* to support this activity. What is the substance of some of the modules? Teachers make many decisions when planning lessons, but one of the key decisions is which strategy or teaching model to use to reap the best outcomes from a lesson. For example, when teaching science, some powerful strategies to choose from including *Dialogues, The Learning Cycle, The Five E's, Structured Controversy, Issues Analysis, or Problem Based Learning*. Modules for these strategies immerse the user in learning how to use them and then refining the use to obtain maximum benefit.

Another key module that all teachers would profit from is the *Teacher-Students Interactions* module, as it teaches one how to analyze questioning-responding behaviors to determine patterns and tendencies of how teachers interact with students. The observation and analysis skills learned through this module also help teachers determine whether their interactions with students is compatible with the strategy being used and if those interactions support the goals for the lesson or undermine their efforts. Companion guides *SeeMeTeach Overview and Features* and *SMT Teacher Challenges* places gathering and analyzing data as the foundation for using evidence as the central core of feedback and coaching for improving teaching.

The modules are designed for those working on a teaching certification or for a beginning or experienced teacher who analyzes and reflects on their teaching or works on professional development plans, a master's degree, or perhaps an advanced or national certification(s). The modules are designed to help teachers add more tools to their teaching toolbox or to fine-tune their teaching. The modules provide a gateway to an expansive set of tools and strategies for teaching and are an asset for a teacher who wishes to explore and diversify their teaching in a multitude of ways, as well as develop a more robust research-based rationale for the how and why of teaching. The modules are also a gateway to more in-depth study of that topic via a book that digs much deeper into the topic with an option of enrolling in a short course taught by the author of each special topics book.

Check out the *SMT Professional Development Modules* for delving into a topic that may add an important pedagogical tool to the teaching toolbox.

## 9. Registering to Use

To use SMT, the user must first register by going to [www.SeeMeTeach.com](http://www.SeeMeTeach.com) under *Plans and Prices*, then registering for a *Basic Plan – Single User*, or registering for as a *Group – School or Teacher Preparation Plan*. A single user can still collaborate with other SMT users but are not part of an official group. Once a single user or a group of users has completed the registration, they can collaborate on observations and proceed through the scaffolded training levels at a comfortable pace. A group of users might consist of administrators and teachers in a school, or instructors, students, and cooperating teachers in a university teacher education program.

### Registration For Basic Plan – Single User

A person can register as a single user and collaborate with other SMT registered single users. Once registered, the user can send invites to colleagues to register for SMT and collaborate on teaching observations. A single user cannot collaborate with group members as only designated members of the group can collaborate. However, a group member can still function outside of the group by also registering for SMT under a Basic Plan – Single User with an email that is different from the one used for the SMT group. A Single User can collaborate with as many other Single Users as they choose.

\* Note that the FAQ's at [www.SeeMeTeach.com](http://www.SeeMeTeach.com) (*Prices and Plans*) or below in this document have FAQ's that are helpful when considering whether to register as a Single User or for a Group of Users

### Registration For Groups Such as Schools or Teacher Education Programs

For an SMT group to form and function, the lead person registers and invites the individuals who will be part of the observation group.

#### Steps To Take To Register For and Add Users To a Group

1. Key information required for registering a group is the name and email of the key person and how many people are in the group. Note that the key person or group administrator is part of the group and can participate in observations, but their membership is free. Therefore, the person registering should factor that into the number of group members needed. Payment is either by credit card or by using a purchase order.

\* If paying by credit card, begin at [www.seemeteach.com](http://www.seemeteach.com) under *Prices and Plans* and continue with the process of registering and paying.

\* If not paying by credit card, the group leader or key person registering for the group should secure a *Purchase Order*, and within the *SeeMeTeach.com* website and *Contact Us* there will be a page that provides a fax number or an email to SeeMeTeach. Upon receiving the group registration request and PO, SeeMeTeach will confirm receiving the registration/PO, SMT will establish a group account, send a confirmation to the group leader so that their group can begin using SMT. Then SMT will email an invoice for payment. When the group leader receives an invoice, they should process the payment in short order to continue using SMT. Note that the invoice will need to be paid within 30 days, or the account will be frozen until payment takes place.

2. After establishing an account, the group administrator logs into SMT. Under their account name drop-down is a heading for *User List* - clicking *Add New User* allows them to add users to their group, up to the number per their registration. When they add a new user, SMT sends out an email invite, and the recipients of the invite need to open their email and accept the invite and add a bit of information like a password they will use when logging into SMT. Each user who has been invited will be listed in the *Observers List*, and either has a green dot (if they have accepted the invite) or a yellow dot (if they have not yet accepted) under the column *Status*.

3. Note that the number of individuals within a group can be increased during a payment period, and the organization will be billed accordingly. Still, the size of the group may not be decreased during a payment cycle. Once registration has been completed, there are no refunds if a member leaves the group. If a group member leaves the school or the and is no longer part of the group, the administrator can *Remove* them. Removing a user should free up one of the paid group slots so that the administrator can *Add New User* to invite a new teacher or teacher education student to the group.

Once the user or group is registered and has access to SMT, they should train to learn some skills for using SMT. The training begins with creating a New Observation, followed by how to use the qualitative mode, and subsequently, a series of lessons on how to use the many features of the quantitative mode. Training support materials consist of video overviews, narratives describing what, how, and why of *SeeMeTeach*®, with practice sessions offered and structured to develop the user's skills.

Note that FAQ's for individuals, teacher education programs and K-12 schools are located toward the end of this document.

## 10. Qualitative Mode - Highlights and Important Features

- Observations can be completed live in the classroom or by using a pre-recorded video or audio.
- The user generates a time-stamped set of observation notes that can include comments and suggestions, color-coded to the specific team member that is making a comment, labeled, and organized by category.
- The user(s) can search and find comments by category.
- Comments are also noted via symbols on the timeline below the video so the user can see who left comments and how many comments are attached to the lesson, then click to read the comment and play the video segment.
- The user can create and tag comments to a student seating chart, thereby noting events and actions by individuals or groups of students.
- When using video, comments are linked to video segments, so the teacher or observer can provide feedback with video examples of the teacher or student actions.
- Summative commentary forms can be filled out, attached, and viewable by any team member. SMT provides some standard forms, or users can also upload and use their own personalized forms as well.
- Provides a platform for the observation team (of up to four people) to collaborate and communicate, and a team member can react to and respond to another team member's comments.

The screenshot displays the SeeMeTeach SMT Practice Video interface for the video 'Swinging Spheres'. The interface is divided into several sections:

- Video Player:** A red video player with the title 'SeeMeTeach SMT Practice Video Swinging Spheres'. Below the video is a timeline with a play button and a series of colored triangles (green, yellow, orange, red) indicating comment points.
- Category List:** A grid of teal buttons for observation categories: Goals/Plans, Instruct Strat, Quest/Respond, St Engagement, Flow - Pace, Equity/Sp Nds, Content, Lrng Environ, Other 1, Proc/Routine, Tchr Decsn, Wait Time, St Thinking, Management, Assess Lrng, Nonverbls, Using Evidence, and Sum Cmnts. Below these are 'Find', 'Next', and 'Prev' buttons, and a 'Team Table' button.
- Comment Log:** A list of comments with timestamps and category tags. For example, at 00:01:42, 'Management' comments: 'Sort of preempts the challenging questions by telling them he is going to give them some hard thinking questions'. At 00:02:09, 'St Thinking' comments: 'Asks students to make a prediction based on the...'
- Seating Chart Heat Map:** A grid of 10 columns and 6 rows of boxes. The first column has colored boxes labeled '>5', '5', '4', '3', '2', and '1'. A 'Demographic Options' button is to the right.
- Data Buttons:** A vertical list of buttons for data collection: Lesson Demographics, Pre-Lesson Questions, Code Summary, Lesson Summary, Management Summary, Student Engagement, Teacher Actions, Interaction Patterns, Wait-Time Summary, Small Groups, Post Lesson Questions, and Summative Comments.
- Form Fields:** A section for entering lesson details: Course Name (Physical Science), Period, Block, or Time of Day (1), Lesson Topic (Swinging Spheres), Subject Taught (Science), and Grade Level.

**Qualitative Comment Button Choices** – There are many button sets to choose from when setting up a qualitative observation.

### Start Qualitative Observation ✕

Category

- Standard
- Dan Draft
- SPED 1
- SPED 2
- SPED 3
- Mar Draft
- HLP
- NBCT
- World Lang
- ESL Ed
- Performance English-ASL
- Performance ASL-English
- Transliteration Performance Rubric Signed English-English
- Transliteration Performance Rubric English-Signed English
- edTPA (coming soon)
- INTASC (coming soon)

Start

**Standard Set**

Standard

Lesson Goals or Plans	Procedures or Routines
Instructional Strategy	Teacher Decisions
Questions-Response	Use of Wait Time
Student Engagement	Student Thinking
Lesson Flow or Pace	Behavior Management
Equity or Special Needs	Assess Student learnng
Lesson Content	Teacher Nonverbals
Learning Environment	Using St Evidence
Other 1	Summative Comments

**Special Education Set 1**

SPED 1

High Stand St Behavior	Culture Of Respect
Teaches Social Skills	Max Acad Learn Time
Com Learning Expect	Self Monitor & Imprv
Encour St Think Skills	Varies Instruction
Differentiate Instruct	Diagnostic Assessment
Formative Assess	Summative Assessment
Assistive Technology	Co-Teaching
Classroom Managmnt	Engagement / Mindset
Other	Summative Comments

## Special Education Set 2

SPED 2	
Teacher	Student
Proximity Control	Give Warning Response
Positive Reinforcement	Negative Reinforce
Positive Punishment	Negative Punishment
Redirect Student	Modeling
Gain Attention	Keep Attention
Prompting	Checking
Error Correction	Strategy Instruction
Scaffolding	UDL

SPED 2	
Teacher	Student
Self Injurious Behavior	--
Hurt Others	--
Imaginary Friends	--
Inappropriate Vocal	--
Left the Space	--
Off-Task Behavior	--
Transition	--
Other	Summative Cmnts

1	2	3	4	5
---	---	---	---	---

## Special Education Set 3

SPED 3	
Teacher	Student
Teaching whole	Gesture reprimand
Assist Individual	Verbal reprimand
Monitoring	Proximity control
Disengaged	Request
Asking questions	Calling out
Praise	Time out
Corrective feedback	Obj/direct/proced
Acknowledge	No response

SPED 3	
Teacher	Student
Talking	On task
Vocalizing	Collaborating
Traveling	Complies
Bother others	Ignores
Physical actions	Resists
Volunteering	Escalates
Called on	Other 1
Called out	Other 2

1	2	3	4	5
---	---	---	---	---

## World Languages Set

### World Lang

Main	Subset
Build Background	Interpretive mode
Comprehensive Input	Interpersonal mode
Strategies when teach	Presentational mode
Interaction w students	Practicing grammar
Practice	Support objectives
Lesson Delivery	Incl'd culture - practices
Assessment	Incl'd culture - products
Classroom Management	Incl'd culture - perspect

## English as Second Language (ESL) Set

### ESL Ed

Build Background	Speech - pace
Comprehensive Input	Speech - enunciation
Strategies	Speech - simple senten
Interaction	Suptl - using visuals
Practice	Suptl - using graphs
Lesson Delivery	Suptl - using realia
Assessment	Suptl - using videos
Classroom Management	Suptl - using manipul
	Suptl - using books/wkbk
	Suptl - using technology
	Suptl - online resources
	Suptl - other

## Signing ASL to English Set

### Performance ASL-English

Main	Subset
Articulation	Quality signing
Affect	Fingerspelling clear
Grammatical Structure	No extra signs/move
Language Match	Pace appropriate
Intent/Cultural Mediat	
Content	
Constr Action/Dialogue	
Use of Space	
Composure	
Appearance	
Overall Message Clarity	

1
2
3
4
5

## Transliteration Performance Signed English to English

### Transliteration Performance Rubric Signed English-English

Main	Subset
Articulation	Quality signing
Affect	Fingerspelling clear
Grammatical Structure	No extra signs/move
Language Match	Pace appropriate
Intent/Cultural Mediat	
Content	
Constr Action/Dialogue	
Use of Space	
Composure	
Appearance	
Overall Message Clarity	

## National Board Certification of Teachers Set



**International Use** – Note that for international use the buttons can be customized with categories identified by the desired language.



**Lesson Plans** - Before, during, or after the observation, the observer can quickly access the teacher's Lesson Plans, either via the *Dashboard* or via the *Team Table*.

The screenshot shows the 'Observation Setup' sidebar on the left with the following items: Observation Setup (highlighted), Pre-Lesson Questions, Seating Chart, Student Demographics, Lesson Plan, Summative Forms, and Post-Lesson Questions. The main area shows 'Observation Details' with the following information: Observation Type: video, Video Uri: <https://www.youtube.com/watch?v=npZn7-MFWn8&t=35s>, and Teacher Being Observed: Seemeteachberg.

Craig Berg 07/01/20 05:07 pm Science Physical Science Momentum video

Observers

Name	Quantitative	Qualitative	Sum Form 1	Sum Form 2	Sum Form 3
Craig Berg	Start	✓			
Ben Herman	Pending	Pending			
Michael Clough	Pending	Pending			

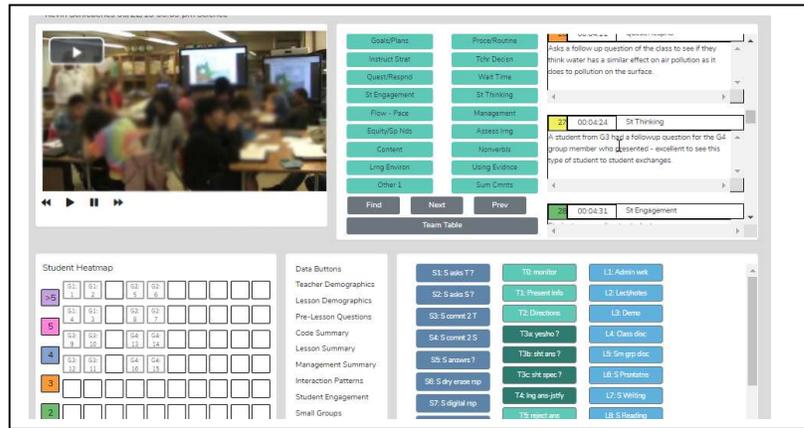
Lesson Plan

**Pre-lesson Questions** - To provide the observer with some context and information about the upcoming observation, the teacher can respond to the *Pre-lesson Questions*, which the observer can see via the *Dashboard*, or via the observation pages.

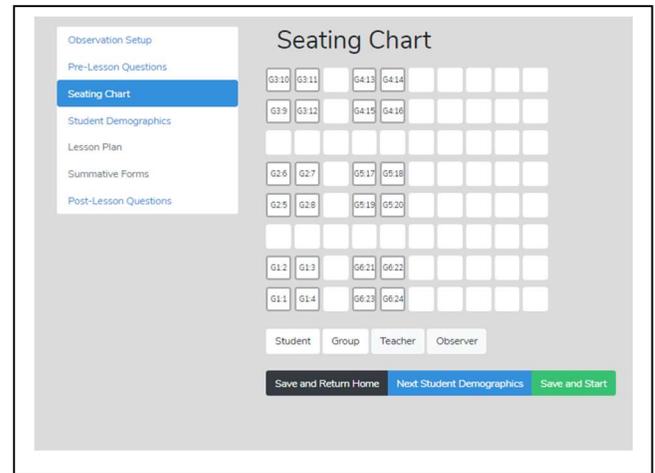
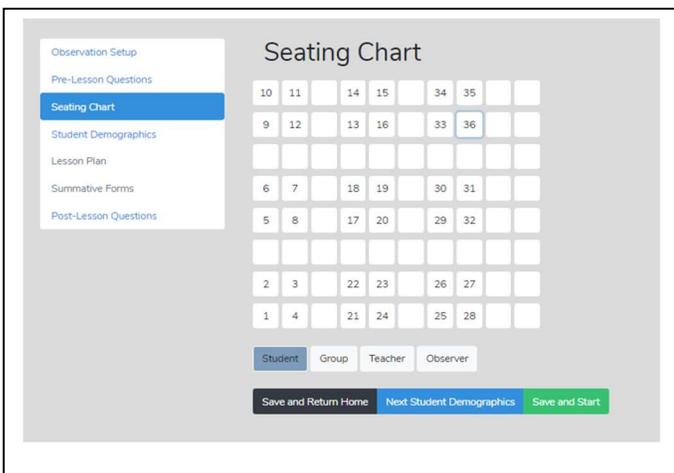
The screenshot shows the 'Pre Lesson Questions' form. The sidebar on the left includes: Observation Setup, Pre-Lesson Questions (highlighted), Seating Chart, Student Demographics, Summative Forms, and Post-Lesson Questions. The main form contains the following questions and text areas:

- What are the main learning goals/objectives for the lesson?
- Describe the major activities or parts of the lesson to be observed.
- How will you know if the learning goals/objectives have been met (i.e., What evidence will you have?)
- Provide the context for the lesson. (i.e., How is this lesson connected to prior lessons? How is this lesson connected to subsequent lessons? Where is this lesson placed in the current instructional unit?)
- Describe the ability levels of the students in this class.

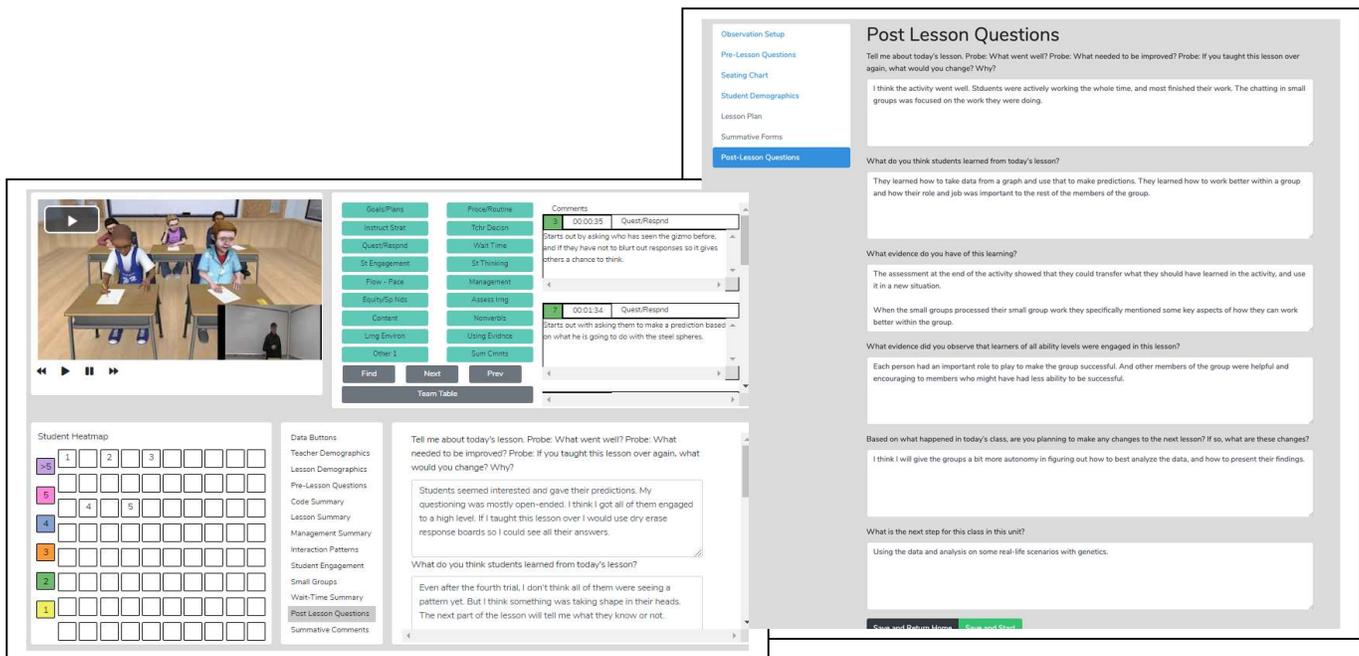
**Qualitative Observation Categories and Comments** - The observer, or multiple team members, provides comments, labeled by categories. There are many comment categories as choices.



**Seating Chart** - The teacher or observer can create a Seating Chart and refer to this when making comments - showing each student and showing small-group designations if desired.



**Post Lesson Questions** - To stimulate reflection, post-lesson questions can be filled out or accessed via the settings or via the observation/analysis page.



**Team Table** - Using this feature, a user can choose whose comments (or data/analysis) to view.

Name	Quantitative	Qualitative	Sum Form 1	Sum Form 2	Sum Form 3
Craig Berg	✓	✓			
Annie Levendusky	✓	✓			
Doug Bergy	✓	✓			
Ben Herman	Pending	Pending			

[Lesson Plan](#)

**Using Data and Evidence** - The observer can use data from the quantitative analysis to bolster comments made during the qualitative comments mode, thereby providing evidence-based feedback, recommendations, and coaching.

**Goals/Plans**

- Instruct Strat
- Quest/Respd
- St Engagement
- Flow + Pace
- Equity/Se Nds
- Content
- Lang Environ
- Other 1

**Proce/Routine**

- Tchr Decisn
- Wait Time
- St Thinking
- Management
- Assess Ing
- Nonverbal
- Using Evidence
- Sum Cmnts

**Comments**

- 00:00:35 Quest/Respd  
Starts out by asking who has seen the gizmo before, and if they have not to blurt out responses so it gives others a chance to think.
- 00:01:34 Quest/Respd  
Starts out with asking them to make a prediction based on what he is going to do with the steel spheres.

**Student Heatmap**

1	2	3							
5									
5	4	5							
4									
3									
2									
1									

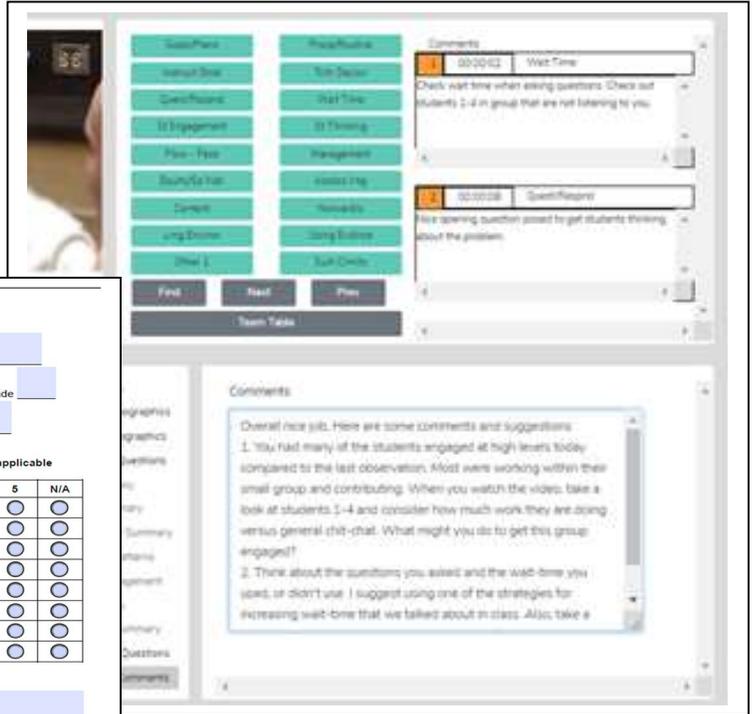
**Data Buttons**

- Teacher Demographics
- Lesson Demographics
- Pre-Lesson Questions
- Code Summary
- Lesson Summary
- Management Summary
- Interaction Patterns
- Student Engagement
- Small Groups
- Wait-Time Summary
- Post-Lesson Questions
- Summative Comments

**Bar Chart**

Code	Description	Events	Events%	Duration	Duration%
T01	Teacher presents information	4	6.25%	00:00:59	6.70%
T03a	Teachers asks a question in yes/no format	6	9.38%	00:01:14	8.40%

**Summative Comments and Summative Forms** - When the observation is over, the observer can add Summative Comments and/or fill in up to three Summative Forms to share with the observation team.



**Middle and Secondary Program  
Student Teaching Evaluation Checklist**

Student Teacher \_\_\_\_\_ Date \_\_\_\_\_  
 Cooperating Teacher \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_  
 Supervisor \_\_\_\_\_ Completed by \_\_\_\_\_ Date \_\_\_\_\_

Key: 1 = Never 2 = Seldom 3 = Occasionally 4 = Frequently 5 = Consistently NA = not applicable

Preparation / Planning	1	2	3	4	5	N/A
<i>The lesson plan:</i>	<input checked="" type="radio"/>	<input type="radio"/>				
Has clear objectives and assessment strategies.	<input checked="" type="radio"/>	<input type="radio"/>				
Is properly sequenced.	<input checked="" type="radio"/>	<input type="radio"/>				
Is planned at an appropriate level.	<input checked="" type="radio"/>	<input type="radio"/>				
Includes a variety of activities.	<input checked="" type="radio"/>	<input type="radio"/>				
Integrates content from relevant disciplines.	<input checked="" type="radio"/>	<input type="radio"/>				
Plans for higher levels of thinking.	<input checked="" type="radio"/>	<input type="radio"/>				
Reflects long range planning activities.	<input checked="" type="radio"/>	<input type="radio"/>				

Comments:  
 \_\_\_\_\_  
 \_\_\_\_\_

Classroom Management	1	2	3	4	5	N/A
Presents clear expectations for classroom behavior.	<input checked="" type="radio"/>	<input type="radio"/>				
Focuses student attention at the start of lesson.	<input checked="" type="radio"/>	<input type="radio"/>				

**Suggested Uses** - The team member's qualitative analysis might be useful regarding:

- The teaching observation of a fieldwork student or student-teacher by the teacher preparation program supervisor - After the observation, the qualitative analysis page is available to the student-teacher, who can view comments, respond to post-questions, post their reactions and commentary, and fill out the self-reflective *Summative Form(s)*.
- When using video for the observation, team interaction and communication can be enhanced as any team member can do a qualitative analysis of that lesson and view any other team member's running commentary and summative comments.
- When using video, all comments are linked to specific video segments so the viewer can see any particular action as it occurred in the classroom.
- Methods of teaching instructors can view the video of pre-service teachers implementing suggested strategies, view pre-service teachers' analyses and reflections, as well as add their own comments or suggestions.
- For a classroom teacher's yearly observation, a teacher can capture a video of their teaching and complete a self-analysis while an administrator completes their own, merging their commentary with that of the teacher. A conversation then follows this whole process. When using video, comments are linked to the video, making it easy to locate any part of the observation and showcase events being discussed, thereby enhancing feedback and coaching sessions.
- Research team members can share data and analysis screens by printing the data and analysis screens or by exporting the raw data to a .xls spreadsheet for more refined and custom analysis.

## 11. The Quantitative Mode – Highlights and Important Features

### Quantitative Analysis and Feedback Options

The SMT quantitative model allows the user to collect and then analyze data related to teacher and student actions during a lesson. This data is coupled with the specific lesson type in play to show when and where student and teacher actions occur in lessons. The raw data is displayed, time-coded, and linked to the events as they took place in the video. The resulting raw data and analysis of data offer substantive insights into the activity and events of the lesson. The analysis and feedback options described below will highlight how beneficial it is to use quantitative data during the feedback and coaching process.

**Power of Video-linked Data** - When using video, the data collected is linked to the specific video segments that represent that data and the type of action or event by both teacher and students. When looking at the analysis screens, the observer, teacher, or team member can go directly to the video linked to specific data points and see examples in action.

### Highlights of the Qualitative Mode

- Observations can be completed live in the classroom or by using a pre-recorded video or audio file.
- SMT collects extensive data regarding teacher and student actions that is linked to events in the classroom.
- There is an immediate post-observation analysis of data with visual representations displayed in tables, graphs, and heat maps of seating charts.
- With a seating chart, the data are linked to specific students, small groups and analyzed by student demographics.
- Data are linked to video segments making it easy to locate specific examples of a teacher or student's actions.
- Small group actions can be noted for examining small group dynamics and engagement.
- The lesson plan is attached to the observation for ease of access for the observer or any team member.
- Summative forms tailored to local needs can be filled out, attached, and viewable by any team member. SMT provides some standard forms, or users can also upload and use their own personalized forms as well.
- SMT provides a platform for the observation team (of up to four people) to collaborate and communicate.

## Data Collection Screen

The data collection screen contains a seating chart, the video window (live or audio has no video), and the data collection buttons that observers use to note teacher and student actions that result in rich and robust indicators and analyses. **Note that for international use the button sets can be customized by the user's native language.**

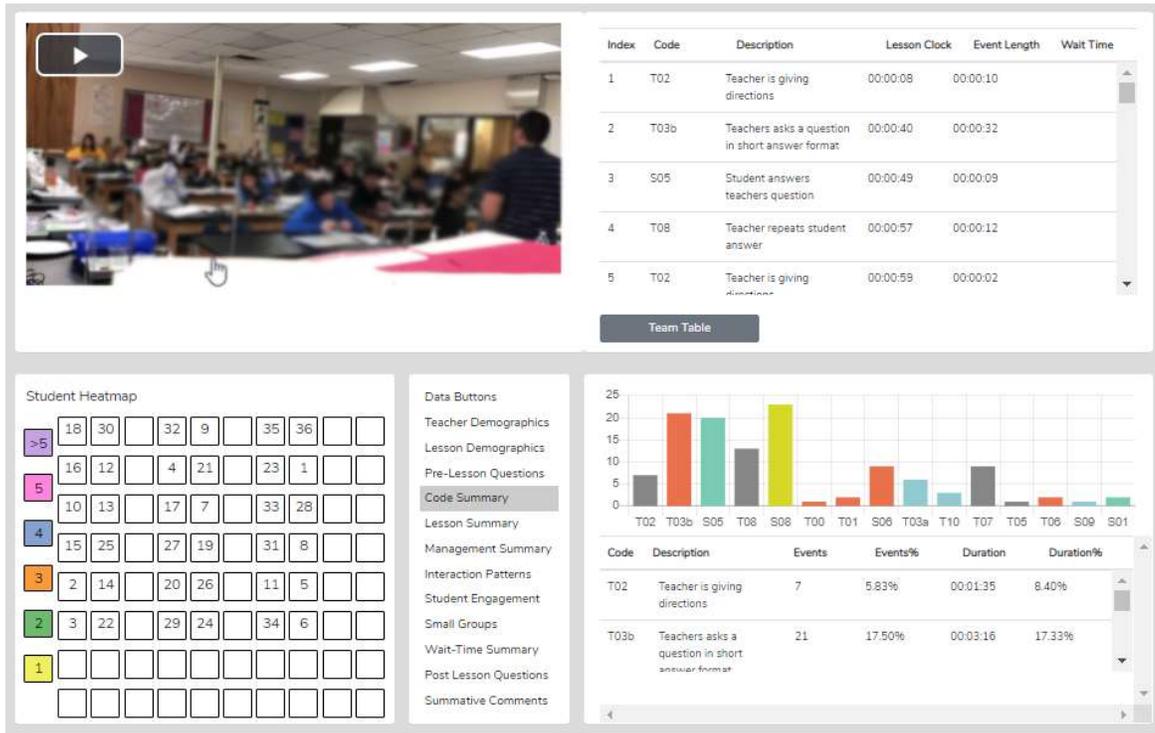
The screenshot shows the SeeMeTeach data collection interface. On the right, a red video window displays the text "SeeMeTeach SMT Practice Video Swinging Spheres" with a play button and a timer at 00:00:00. Below the video is a 10x10 grid of buttons numbered 1 to 80. On the left, there is a table with columns for Index, Code, Description, Event Length, and Wait Time. Below the table are several rows of buttons for data collection, including "S1: S asks T?", "T0: monitor", "L1: Admin wrk", etc. A vertical bar on the left side of the button sets is labeled "UNRECORDED EVENT".

However, button sets can be toggled off for novices or for users who wish to only collect specific data, as seen below, making it quite easy to collect critical and important data such as student engagement—the training videos and manual scaffold the user from simple to complex data collection.

This screenshot shows the SeeMeTeach data collection interface with a video window. The video window displays a classroom scene with a teacher and students, titled "Swinging Spheres Activity". The video player shows a timer at 00:09:34. The data collection buttons on the left are the same as in the previous screenshot, but some are greyed out, indicating they are toggled off. The "UNRECORDED EVENT" bar is also present.

## Post-Observation Data Analysis Screens

**Code Summary** – This feature provides a graph of the number of events of each code used during data collection and shows the relative and specific use of T, S, M, and U codes. Underneath the graph is a data table that displays data for each of the specific codes by frequency of an event, frequency of an event compared to the total number of events, amount of time-coded by the specific event, and time accrued for that event compared to the total time of all the events. The T code data is tallied underneath this data table, as are the S code, M code, and U code data. This data is also recorded as a percentage of total events and percent of total time.



- Looking at *Code Summary*, the data table, and the graph:
  - What were the predominant T codes exhibited in this lesson?
  - When looking at the data for the four question types (T3a, T3b, T4a, and T4): what is the tendency of the teacher to ask open-ended questions requiring students to think more deeply, to speculate, and construct answers vs. asking questions that require a yes/no or short-answer memory type response?
  - If the goal was to dig into student thinking at a deep level, consider the type and number of questions asked (and your memory of the teacher asking questions in the video). What might you conclude?
- What does the teacher tend to do following a student response? Do they tend to judge responses, acknowledge, and then clarify for a student, or instead ask a student to explain?
- Considering the type and number of questions asked, what might you conclude if the goal was to dig into student thinking at a deep level? What changes would foster more of this?
- What is the total % of T codes vs. % of S codes? (This is an indicator of whether the teacher is doing most of the talking and events or if the talking is balanced between the teacher and students, and at what level the students are contributing to the teacher-student or student-student interactions in that lesson.)

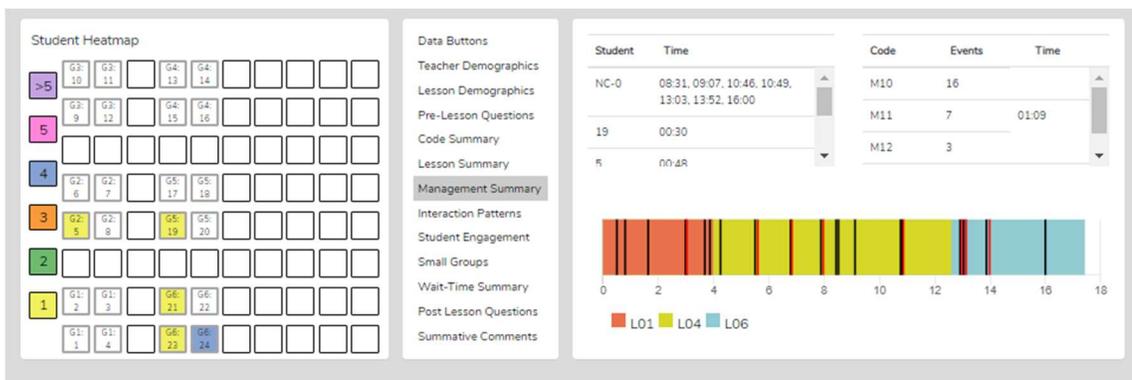
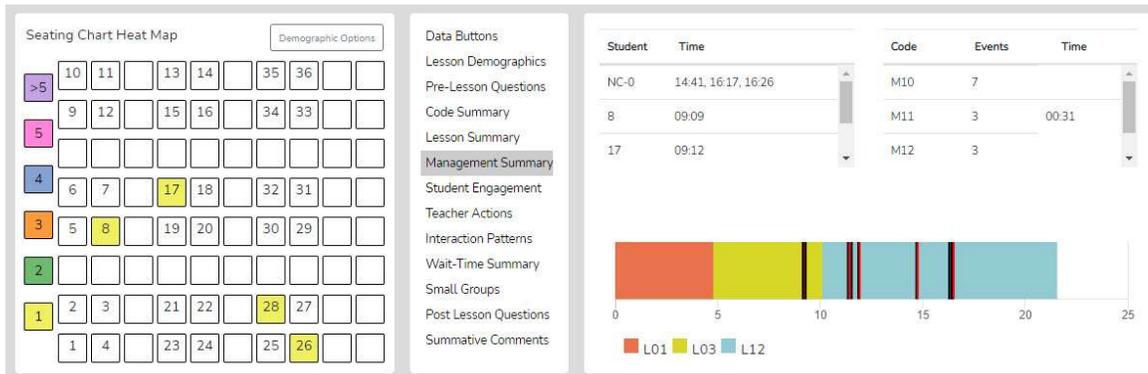
**Lesson Summary** – When coding a lesson, the observer notes the type of lesson in play by clicking an L button at the very start of the observation and a different L code each time the lesson type changes within the observation. As such, types of lesson segments are noted and displayed in the quantitative analysis mode in the *Lesson Summary* data window as a timeline showing the order and length of each segment of the lesson. This lesson segment display is used as a time-context reference when looking at other data such as *Student Engagement or Management Summary* to see where misbehaviors or students’ responses were present in the lesson.



With the **Lesson Summary** information, the user can consider the following:

- Teachers can view how much time was spent on each segment of the lesson and think about if more or less time was used on lesson segments than intended and how the use of time affected the outcomes of the lesson.
- After the bell rings and the class period begins, teachers can analyze how much time it took to start teaching and then decide what to do differently to begin teaching right at the start of the class period.
- Teachers can examine how much time was used for each lesson segment and the time needed for transitions between each part of the lesson, allowing the teacher to ponder what changes should be made to reduce the time needed for transitioning from one part of the lesson to another.
- If the lesson ended early, teachers could view much time at the end of the lesson, was not used for instruction, and think about some productive things to insert into the lesson to utilize the remaining class time.
- Teachers can consider the whole class period and what might have been done to use the time even a bit more productively.

**Management Summary** – Management Summary provides a seating chart, timeline, and individual student data for misbehaviors using black bars on the timeline that are also linked to the video and the teacher's response and intervention using red bars that are linked to the video. Also displayed is when and how long the teacher reacted to and addressed the misbehaviors. Clicking on a bar causes the video linked to that event to begin playing.



**Demographic Highlighting in the Seating Chart Heat Map** - In addition, if data is collected for specific students by using the student seat number before entering the M code, then the data can be displayed and toggled on or off by clicking on the Gender, ELL, SPED, or Minority buttons. If the observer should wonder how the students with special needs are disengaged during the lesson, toggle this information to find out. If the observer or teacher is concerned about equity of participation regarding gender, minority, ELL, or students with special needs, then this data is available.

### Things to Ponder - How Can SMT Users Utilize the Specific M Code – Student Misbehavior Data?

When Viewing the Code Summary:

- How many were classroom management events noted by the observer?
- How many of those classroom management events were not addressed by the teacher?
  - Note that when the number of M10 events is added to the number of M12 events, if that number is greater than the number of M11 and M13 events, the teacher is probably ignoring some of the student misbehaviors either intentionally or due to the frustration of not having an impact when they do intervene.
- How much time did the teacher use to intervene in management events? (M11 and M13)

When Viewing the Seating Chart Heat Map:

- Where in the classroom are the problems occurring?
- Is there a small group or table of students who are exhibiting most of the misbehaviors?
- Are behavioral issues proximal or distant to where the teacher is located?

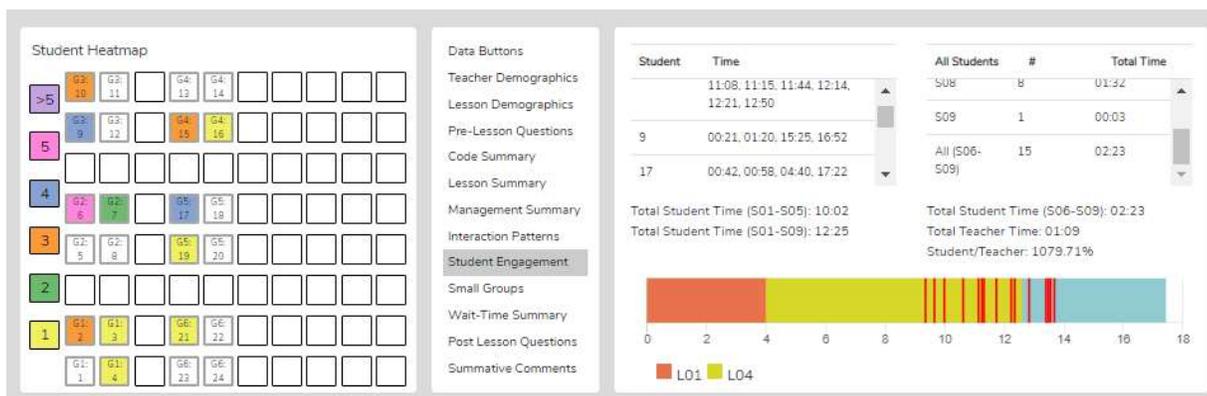
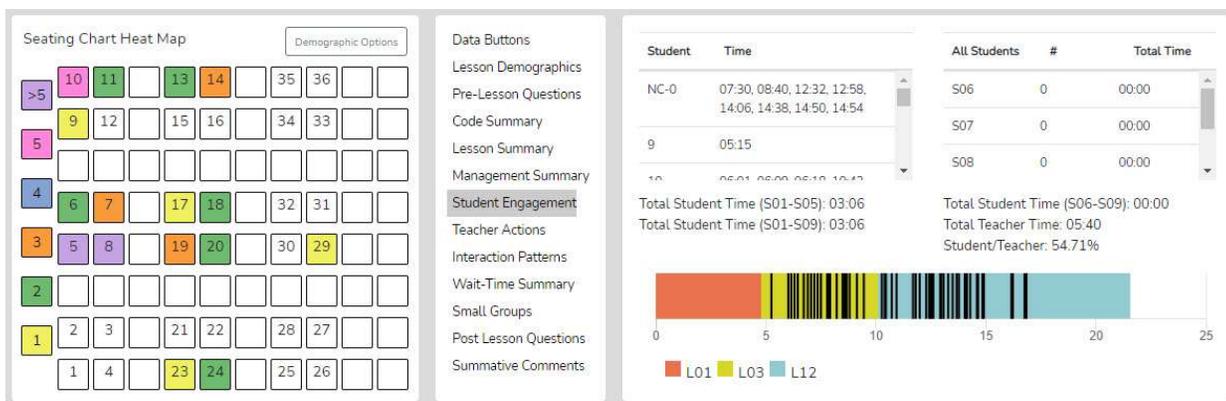
When Viewing the Management Summary:

- Where in the lesson, or during which lesson type, did the management issues occur? (Vertical bars on the lesson segment timeline)
- How many management issues occurred at the start of class, end of class, or during transitions from one lesson segment to another? (Vertical bars on the lesson segment timeline)

**When Viewing the Video:**

- How much time was needed to get all the students settled and begin the lesson when transitioning from one lesson segment to another?
- How was the teacher’s movement around the classroom?
- How did the students behave or misbehave today as a whole, compared to other days in general?
- Regarding specific students who might tend to misbehave, how was their behavior today?
- Was there anything about this lesson that might have contributed to more or fewer management issues?

**Student Engagement Summary** – Displays the student engagement events (S codes), noted specifically by student seating number, or generically if seating chart numbers were not used, and when the events occurred. The specific time of occurrence of student and teacher data is displayed on the lesson-type timeline by black bars for student events and red bars for when the teacher engaged the whole class using Think-Pair-Share, digital devices, or other means. Clicking on a bar causes the video linked to that event to begin playing. In addition, the seating chart heat map shows by color code how many events are linked to specific students.

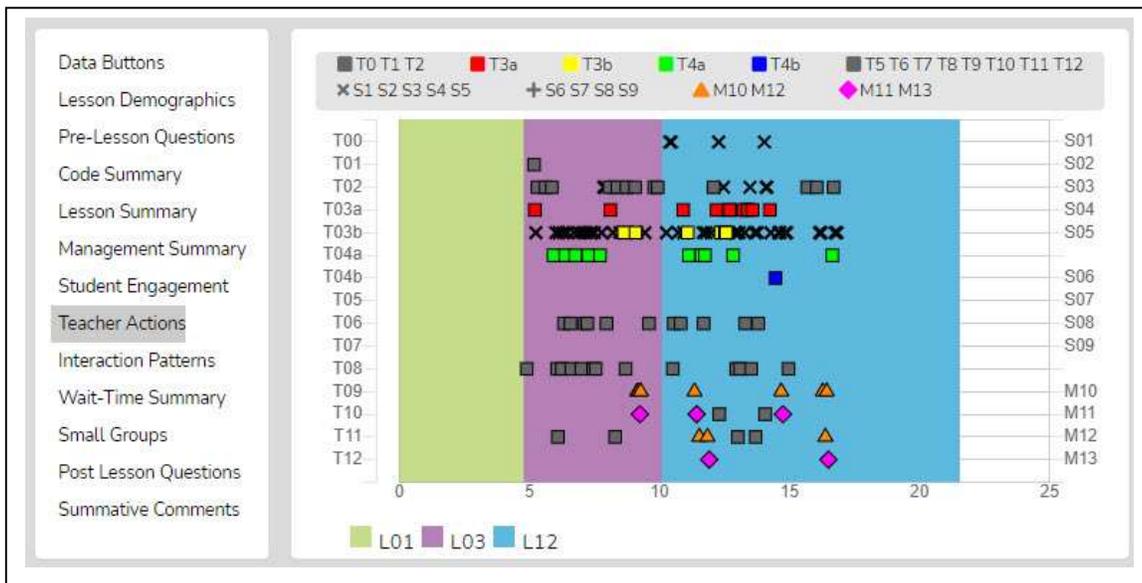


**Demographic Highlighting in the Seating Chart Heat Map** - In addition, if data is collected for specific students by using the student seat number before entering the S code, then the data can be displayed and toggled on or off by clicking on the Gender, ELL, SPED, or Minority buttons. If the observer should wonder how the students with special needs are engaged during the lesson, toggle this information to find out. If the observer or teacher is concerned about equity of participation regarding gender, minority, ELL, or students with special needs, then this data is available.

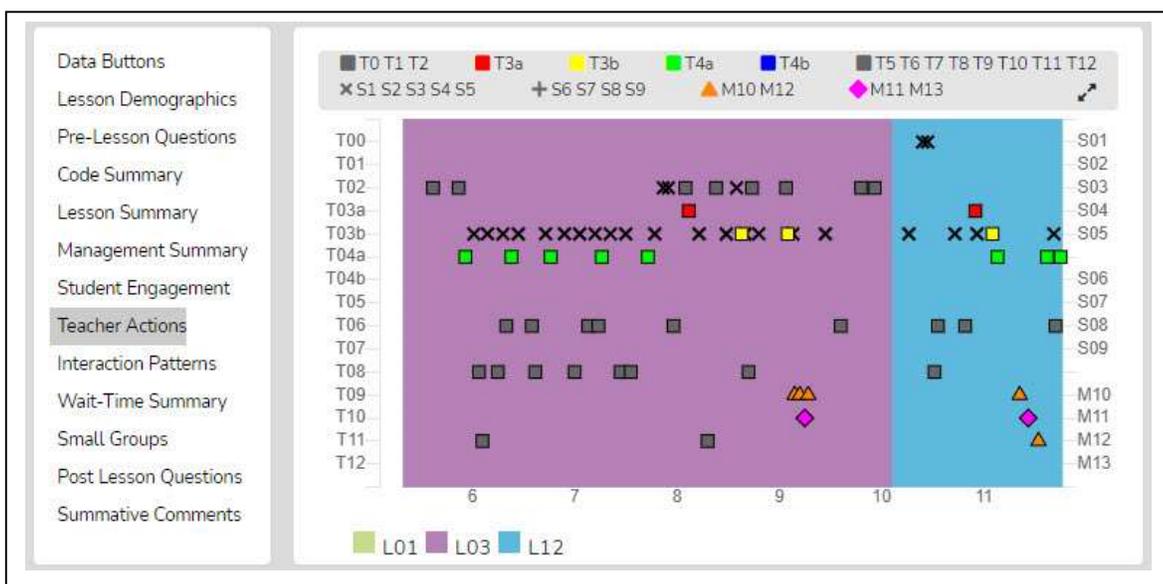
### Things to Ponder Using S Codes – Student Engagement Data?

- Consider how many of the students responded to at least one question and how many students were not part of the conversation. (Heat Map)
- Think about your teaching, and how many of the students responded to each other at least once, and what you might change to produce more student-to-student interactions. (*Interaction Patterns S-S #*)
- Think about the average number of responses per student, how that fits your student engagement goals, and how that number might be increased. [Total of S1-S5 plus (the total of S6-S9 x the number of students in the class) / number of students in class]
- Look at the various part of the class or type of lesson segment and determine if or how students were engaged as evidenced by vertical bars. Think about parts of the lesson that were absent of student contributions and engagement and how your lesson might be altered to produce more student engagement.
- Using the demographic toggles on the Seating Chart Heat Map, examine student engagement by demographics such as gender, minority, ELL, and Special Education – think about what the data suggests in terms of equity regarding student engagement.

**Teacher Actions Summary** – *Teacher Actions Summary* is a timeline from beginning to end of the lesson that displays a backdrop of the lesson type (colors) in play and shows symbols for when the teacher exhibited various T codes actions, so the user can follow the sequence of teacher actions throughout the lesson. Also displayed on this timeline are M and S code data; in truth, almost all data collected are represented on the timeline, which is a robust set of data representing teacher and student actions. The user can easily see when any management issues occurred in the context of the rest of the teacher and student actions in the lesson. Since this is a visual display of teacher actions, student actions, and misbehaviors, as well as the teacher’s reaction to misbehaviors, it provides the user with a visual of the flow of action from beginning to end of the lesson and visually brings forth sequences, predominate or absence of a teacher or student actions. For example, if the teacher is curious about their use of questioning, it is easy to view when any of the four questioning codes were used and what codes occurred prior to or after. The user may find a complete absence of higher-level questions. The user may readily see what they tend to do following a student response. The user can target viewing of any codes by toggling on or off the display of any of the T, S, or M codes. Aside from wait-time data, all the data is represented on this summary screen, which is often a large chunk of data and may clutter the screen.



As shown below, the viewer can zoom in or out to enable data points to separate from each other.

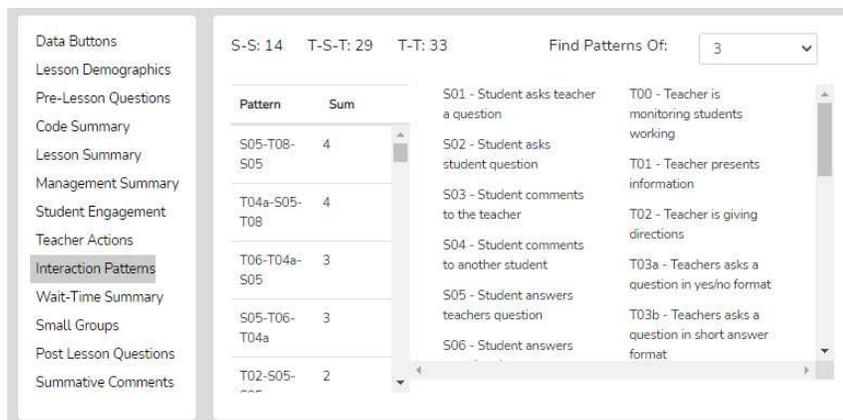


Finally, as with other data points in SMT, the user can click on any data point (symbol), and the linked video will play.

## Things to Ponder About Teacher Actions Plus Data

- Looking at the *Teacher Actions Plus* screen:
  - What question types were used in the lesson? What followed questions in terms of S codes – one student response, or was it more than one student response? After the student(s) responded, what did the teacher tend to do next?
  - How did the teacher use the whole group response engagement S codes (S6-S9) to generate answers and provide maximum feedback to the teacher? If S6-S9 were not used, what evidence is there that the teacher attempted to increase students' oral contributions to the lesson?
  - Knowing that T codes (teacher responses) T6, T11, T12, and sometimes T8 help get and keep students thinking more so than T5, T7, T9, and T10, what does the visual tell you about the teachers use of the various student response codes?
  - What stands out about the student misbehavior actions M10 and M12, and then how would you characterize the teacher's reaction to student misbehaviors M11 and M13?
  - How was the distribution of S codes and student contributions to the lesson?
  - What was the mix of S codes? How many S1-S4 codes were present during the observation?

**Interaction Patterns** – Using all the teacher actions (T codes) and student engagement actions (S codes), the user can view the predominant patterns of interaction between the teacher and students. In addition, numbers are provided that show how often students interact with each other (S-S) versus how often the traditional teacher-student-teacher pattern (T-S-T) is used or how often another teacher action follows a teacher action (T-T).



## Things to Ponder About Interaction Patterns – Teacher to Student Interactions Data

- Looking at *Interaction Patterns*, examine the 3-code pattern tendency, then the 4-code pattern tendency. How are the most common patterns consistent with the goals for the lesson? What are some changes to how the teacher interacts with students that would be more consistent with the intentions for the lesson?
  - How did the teacher initiate questions and then respond to student thinking? How did the teacher's tendencies encourage or discourage student responses and engagement?
  - When students respond – what does the teacher tend to do? Do they tend to judge responses, acknowledge, and then clarify for the student, or instead, ask the student to clarify? Different tendencies are more effective depending on the goals of instruction and level of thinking or engagement from students desired by the teacher.

**Small-Group Summary** – When completing a quantitative observation and student engagement or misbehavior data is collected and tagged by an individual or group number, the observer can then use the *Student Engagement*, *Management Summary*, *Seating Chart Heat Map*, and *Small Group* analysis displays to examine the results and determine various things about how the lesson impacted small groups.

Index	Code	Description	Event Length	Wait Time
1	L01	Administrative	00:00:00	
2	T02	Teacher is giving directions	00:00:02	

S1: S asks T?	T0: noverb	L1: Admin wrk
S2: S asks S?	T1: Present info	L2: List/label
S3: S correct J T?	T2: Direction	L3: Demo
S4: S correct 2 S?	T3: The video?	L4: Clarific
S5: S answers?	T4: What are?	L5: Sm graphics
S6: S dry erase rpp	T5: What are?	L6: S Practise
S7: S digital rpp	T6: ng empty?	L7: S Writing
S8: The Pair Sw	T7: report aw	L8: S Reading
S9: Choral rpp	T8: Address	L9: Write/jord
M10: S misbeh	T9: collect ans	L10: Digital Soft
M11: T asks mlt	T0: stand ans	L11: Wts or/obj
M12: Crp Hts	T1: T asks ans	L12: Label
M13: T asks GM	T10: T asks S?	L13: Play game
U1: User Code 1	T11: ask S only	L14: Review
U2: User Code 2	T12: use S ans	L15: Value
	T13: connect	L16: Assess

00:00:17

G310	G311	G413	G414
G33	G312	G415	G416
G26	G27	G517	G518
G25	G28	G519	G520
G12	G13	G621	G622
G11	G14	G623	G624

**Student Heatmap**

G2: 10	G2: 11	G4: 13	G4: 14
G2: 9	G2: 12	G4: 15	G4: 16
G2: 6	G2: 7	G5: 17	G5: 18
G2: 5	G2: 8	G5: 19	G5: 20
G1: 2	G1: 3	G6: 21	G6: 22
G1: 1	G1: 4	G6: 23	G6: 24

**Data Buttons**

- Teacher Demographics
- Lesson Demographics
- Pre-Lesson Questions
- Code Summary
- Lesson Summary
- Management Summary
- Interaction Patterns
- Student Engagement
- Small Groups**
- Wait-Time Summary
- Post Lesson Questions
- Summative Comments

	Misbehavior	Engagement					Total
	M10	S1	S2	S3	S4	S5	
G1	1	0	0	1	0	2	4
G2	0	1	1	0	1	9	12
G3	0	2	0	0	1	4	7
G4	0	1	0	1	0	5	7
G5	0	1	1	1	0	6	9
G6	1	0	0	1	0	2	4
Total	2	5	2	4	2	28	43

The *Group Summary* data collected in conjunction with the student seating number allows for examining group dynamics and amount and levels of S code type of interactions that reveal the impact of a lesson on student-to-student interactions. The table shows S codes and M10 event responses coming from specific groups. If the teacher and observer wondered how the lesson stimulated student actions (S codes) within the small group, this data would indicate thereof. The *Seating Chart Heat Map* would show how much interaction occurred within that group and color-coding to show the number of contributions each member made.

### Questions to Ponder Regarding Group Engagement and Equity Among Group Members Data

- When the teacher approached the small groups and interacted with them, what was their intention? What did they want to accomplish by doing so versus observing the groups in action?
- What was noticed about the teacher's interactions with the small groups?
- How did the teacher's interactions foster the goals for the small group and the lesson? In what ways, if any, did the teacher's interactions lessen the intention of the lesson or weaken the intended purpose of having students work in small groups?
- Small groups are a great place to ask good questions and to foster student-to-student interactions – what did the observer notice regarding such? How might the teacher improve?
- How was the teacher's ability to pace themselves and get around to all small groups without taking too much time with one small group?
- We know the power of using cooperative learning strategies with small group structures (versus simply students in a group expected to work together). What might the teacher have done differently regarding small group strategies, and what impact do might it have on student engagement, thinking, and learning?

**Wait-Time Summary** – The wait-time data is only located within the *Wait-Time Summary*. Within the *Wait-time Summary* are general summaries of wait-time by wait-time type, by events, by total time, and averages for each wait-time. In addition, the lower half of the summary provides wait-time averages according to a specific teacher or student's actions. For example, the user can determine if more wait time is allowed with higher-level questions that require deeper thinking than lower-level questions.

Wait-Time Type	Total Events	Total Time	Average
Wait Time 1 (T-T)	5	00:17	00:03
Wait Time 2 (S-T)	11	00:19	00:01
Wait Time 3 (T-S)	7	00:16	00:02

Code	Wait-Time 1	Wait-Time 2	Wait-Time 3	Wait-Time 4
T01				
T02	6.50		1.00	
T03a	1.00			

### Questions to Ponder and How SMT Users Can Utilize the Wait-Time Data

- How does the WT1 average correspond to the teacher's intention for using wait-time to give students ample opportunity to think about the teacher's question?
- How does the WT2 average correspond to the teacher's intention to use wait time to give students ample time to think about a student's response and respond to that student? (Look at the relationship between WT2 average and the S-S count in *Interaction Patterns*.)
- How does the average WT for question types differ regarding higher-level questions and students needing more think-time to generate an answer?
- If the WT average is lower than expected or desired, what is the teacher's concrete plan for increasing their WT?

**Running Record** - The *Running Record* lists all the events in sequence from the lesson start to finish. The user can scroll through the events and can click on any event to see the related video. While *SeeMeTeach*® has significant data analysis built-in for instant viewing, also note that the data can be exported to a .csv file to be used with powerful statistical packages.

Index	Code	Description	Lesson Clock	Event Length	Wait Time
1	L01	Administrative	00:01:59	00:00:08	
2	L03	Demonstration	00:02:12	00:00:14	
3	T04a	Teachers asks question requiring speculation	00:02:15	00:00:02	00:00:06
4	T02	Teacher is giving directions	00:02:26	00:00:04	
5	T02	Teacher is giving directions	00:02:30	00:00:03	

Team Table    Download Data

**Data Buttons** - The *Data Buttons* feature serves as a *Search and Find* function and allows the user to quickly locate linked video examples of specific T, S, M, or U events. Clicking on a button finds the first of that specific code/event in the *Running Record* window, and the linked video begins to play. And, at the bottom of the *Running Record* window, there is a note indicating how many events of that type were located. This feature is particularly helpful

S1: S asks T?	T0: monitor	L1: Admin wrk
S2: S asks S?	T1: Present Info	L2: Lect/notes
S3: S comnt 2 T	T2: Directions	L3: Demo
S4: S comnt 2 S	T3a: yesho ?	L4: Class disc
S5: S answers ?	T3b: sht ans ?	L5: Sm grp disc
S6: S dry erase rsp	T4a: sht spec ?	L6: S Prntatns
S7: S digital rsp	T4b: lng ans-justfy	L7: S Writing
S8: Thk Pair Shr	T5: reject ans	L8: S Reading
S9: Chorol rsprns	T6: Ackn ans	L9: Wksh/Prob
M10: S misbeha	T7: cnfrm ans	L10: Digital Srch

for identifying the habits and tendencies of the teacher. For example, perhaps the observer noticed the teacher has a habit of asking yes/no questions, followed by clarifying the answer for the student. In this case, we know that having the teacher change how they interact and react would be beneficial for finding out more about the student's thinking. For example, the teacher could have asked the student to clarify their answer. As such, the observer might choose to use that data or video, all or some, to make a point of how a teacher's choice affects student engagement and their ability to uncover student thinking.

**Lesson Demographics** – This contains information about the lesson that was entered during *New Observation* lesson setup or can be edited (course name, period, lesson topic, subject, and grade level).

**Pre-Lesson Questions** – Questions posed to the teacher that will provide context to and intent of the lesson. *Pre-Lesson Questions* can be accessed from both the *Settings* screen and from the *Analysis* screen.

- What are the main learning goals/objectives for the lesson?
- Describe the major activities or parts of the lesson to be observed.
- How will you know if the learning goals/objectives have been met? For example, what evidence will you have?
- Provide the context for the lesson. How is this lesson connected to the prior lesson? How is this lesson connected to the subsequent lessons? Where is this lesson placed in the current instructional unit?
- Describe the ability levels of the students in this class.
- What are you going to do to maximize the engagement of all ability levels of students?
- How will you differentiate the lesson for all types of learners?

The screenshot displays the 'Pre Lesson Questions' section of an observation tool. On the left is a sidebar with the following menu items: Observation Setup, Pre-Lesson Questions (highlighted in blue), Seating Chart, Student Demographics, Lesson Plan, Summative Forms, and Post-Lesson Questions. The main content area is titled 'Pre Lesson Questions' and contains three text input fields, each with a question and a sample answer:

**What are the main learning goals/objectives for the lesson?**  
The main goal of this lesson is to get students working in small groups, using a cooperative learning format, so that students are working together, with each student communicating their ideas, plans, observations and conclusions in a balanced manner. They will be collecting and analyzing data, and working as a group to present that information to the rest of the class.

**Describe the major activities or parts of the lesson to be observed.**  
1. Instructions on how to proceed.  
2. Small group planning  
3. Data collection and analysis  
4. Presentation to the whole class

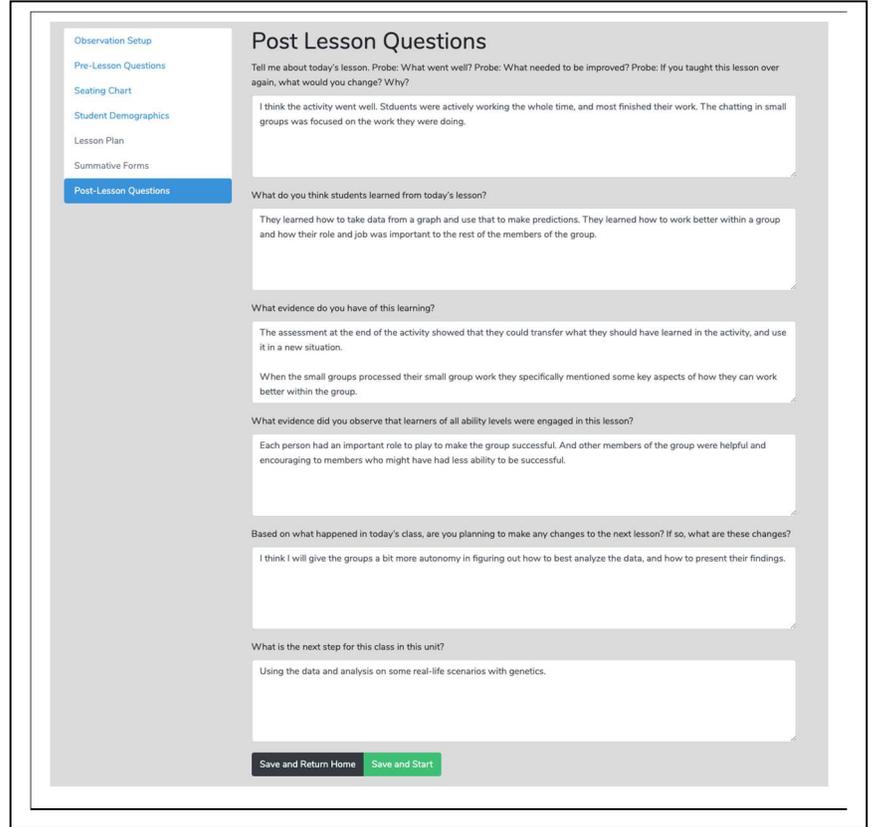
**How will you know if the learning goals/objectives have been met (i.e., What evidence will you have)?**  
I am looking for significant student engagement from all students in all small groups. Engagement is defined as students participating and communicating with each other, and working together to achieve the end product of a concise but robust presentations.

**Provide the context for the lesson. (i.e., How is this lesson connected to prior lessons? How is this lesson connected to subsequent lessons? Where is this lesson placed in the current instructional unit?)**

**Post Lesson Questions – Questions for the teacher to respond to following the lesson and observation.**

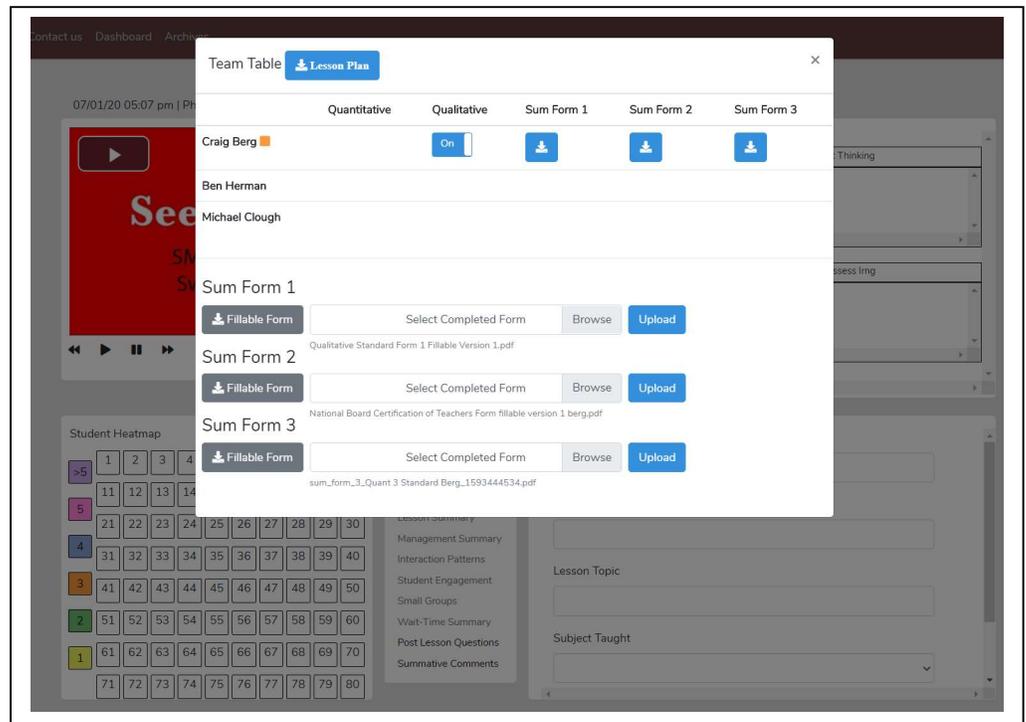
*Post-Lesson Questions* can be accessed from both the Settings screen and from the *Analysis* screen.

- Tell me about today’s lesson. Probe: What went well? What needed to be improved? If you taught this lesson over again, what would you change? Why?
- What do you think students learned from today’s lesson?
- What evidence do you have of this learning?
- What evidence did you observe that learners of all ability levels were engaged in this lesson?
- Based on what happened in today’s class, are you planning on making any changes to the next lesson? If so, what are those changes?
- What is the next step for this class in this unit?



**Team Unification and Synergy Using Data and Feedback**

– If another member of the team has completed the quantitative coding of the video, before leaving the data analysis screen (or from the *Dashboard*), the user can open the *Team Table* click, toggle on, and view the data gathered and the analysis by that team member. Or the user can jump to any team member’s completed quantitative or qualitative observation by clicking on the green checkmark in the expanded *Dashboard*.



**Summative Comments and Summative Forms** - When the observation is over, the observer can add *Summative Comments* and/or fill in *Summative Forms*.

ECU Observation and Dispositions Form To be used during 1 <sup>st</sup> and 3 <sup>rd</sup> Observations				
<b>Step 1:</b>				
A. Planning for Instruction and Assessment		Meets or Exceeds	Emerging	Not Met
Focus for Learning: Standards and Objectives/Targets	1. Lessons aligned to state standards. 2. Learning goals are measurable and appropriate for learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and Resources	3. Materials and resources are aligned to lesson objectives and are relevant to learning tasks and learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Materials are easily accessible and organized for instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessment of P-12 Learning	5. Assessments aligned with state standards and learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6. A variety of assessments are planned to allow learners to demonstrate understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Differentiated Methods	7. Uses knowledge of students to develop instructional supports/activities to meet individual learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What feedback for planning do you have for the candidate?				
B. Instructional Delivery		Meets or Exceeds	Emerging	Not Met
Learning Target and Directions	1. Provides learners with accurate learning goals, directions, and sequences learning experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)
<b>Planning for Instruction and Assessment</b>			
A. Focus for Learning: Standards and Objectives /Targets inTASC 7a	<input type="checkbox"/> Plans align to appropriate P-12 state learning standards	<input type="checkbox"/> Plans align to appropriate P-12 state learning standards	<input type="checkbox"/> Plans align to appropriate P-12 state learning standards
	AND <input type="checkbox"/> Goals are measurable	AND <input type="checkbox"/> Goals are measurable	AND/OR <input type="checkbox"/> Some goals are measurable
	AND <input type="checkbox"/> Standards, objectives/targets, and learning tasks are consistently aligned with each other	AND <input type="checkbox"/> Standards, objectives/targets, and learning tasks are consistently aligned with each other	AND/OR <input type="checkbox"/> Standards, objectives/targets, learning tasks, are not consistently with each other
	AND <input type="checkbox"/> Articulates objectives/targets that are appropriate for learners and attend to appropriate developmental progressions relative to age and content-area	AND <input type="checkbox"/> Articulates objectives/targets that are appropriate for learners	AND/OR <input type="checkbox"/> Articulates some objectives/targets appropriate for learners
Sources of Evidence:	<input type="checkbox"/> Pre/post observation conferences	<input type="checkbox"/> Conversations with and/or documentation from the mentor teacher	
	<input type="checkbox"/> Cumulative lesson plans	<input type="checkbox"/> Student learning objectives	
	<input type="checkbox"/> Evidence of differentiation	<input type="checkbox"/> Use of appropriate P-12 State Learning Standards	
Possible Evidence:	Exceeds/Meets Expectations <input type="checkbox"/> Student teachers' plans: appropriately "connect content to standard" (Marzano, p. 27).		Emerging <input type="checkbox"/> Goals may not be specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning, aligned to content standards, appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content (transferable skills)" (Marzano, p. 36).
			<input type="checkbox"/> Goals are not specific, measurable and timebound; based on multiple sources of available data that reveal prior student learning, aligned to content standards, appropriate for the context, instructional interval and content standard(s); demonstrating a significant impact on student learning of content" (Marzano, p. 36).
Remote Instruction Evidences:	<input type="checkbox"/> Virtual or remote learning plans are aligned to P-12 standards		
	<input type="checkbox"/> Goals/Objectives are appropriate for remote learning and are identified in virtual/take-home materials		
	<input type="checkbox"/> Post standards/goals/objectives within announcements on an LMS		

CPAST Form—Consensus Sheet

Student teacher: \_\_\_\_\_

Mentor teacher: \_\_\_\_\_

University supervisor: \_\_\_\_\_

Date: \_\_\_\_\_

Pedagogy				
Domain	Candidate Score	Mentor Score	Supervisor Score	Consensus Score
<b>Planning for Instruction and Assessment</b>				
A. Focus for Learning: Standards and Objectives/Targets	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Materials and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Assessment of P-12 learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Differentiated Methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Instructional Delivery</b>				
E. Learning Target and Directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F. Critical Thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G. Checking for Understanding and Adjusting Instruction through Formative Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H. Digital Tools and Resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I. Safe and Respectful Learning Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Assessment</b>				
J. Data-Guided Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K. Feedback to Learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L. Assessment Techniques	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Analysis of Teaching</b>				
M. Connections to Research and Theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Professional Dispositions Form**

rav.schlaivian via Science-2021 Office - 281 Enderis Hall,

## 12. SMT Questions to Ponder Compilation

The following are the *Questions the Teacher Can Ponder* compiled from each of the training sections.

**Questions to Ponder When Viewing the Code Summary Data** - The *Code Summary* data provide general indicators of teacher tendencies, student actions, and misbehaviors and help to answer questions such as:

- What were the predominant T codes exhibited in this lesson?
- When looking at the data for the four question types (T3a, T3b, T4a, and T4), what is the tendency of the teacher to ask open-ended questions requiring students to think more deeply, speculate and construct answers vs. asking questions that need a yes/no or short-answer memory type response? If the goal was to dig into student thinking at a deep level, considering the type and number of questions asked, what might you conclude?
- What does the teacher tend to do following a student response? Do they tend to judge responses, acknowledge, and then clarify for a student, or instead ask a student to explain?
- Considering the type and number of questions asked, what might you conclude if the goal was to dig into student thinking at a deep level? What changes would foster more of this?
- What is the total % of T codes vs. % of S codes? (This is an indicator of whether the teacher is doing most of the talking and events or if the talking is balanced between the teacher and students, and at what level the students are contributing to the teacher-student or student-student interactions in that lesson.)

**Questions to Ponder When Viewing L Code Data – Type of Lesson in Play**

- After the bell rings and the class period begins, how much time did it take to start teaching?
- What might the teacher do differently to begin teaching at the start of the class period?
- How much time was spent on each segment of the lesson?
- If the teacher used more or less time on lesson segments than intended, why did that occur, and how did that affect the outcomes of the lesson?
- How much time did the transitions in-between each part of the lesson add up to?
- What might the teacher do to reduce the time needed for transitioning from one part of the lesson to another?
- How much time at the end of the lesson was not used for instruction?
- If the lesson ended early, what productive things could the teacher have done to utilize the remaining class time?
- Considering the whole class period, what might the teacher have done to use the time even a bit more productively?

**Questions to Ponder When Viewing the M Code - Student Misbehavior Data**

When Viewing the Code Summary:

- How many were classroom management events noted by the observer?
- How many of those classroom management events were not addressed by the teacher?
  - Note that when the number of M10 events is added to the number of M12 events, if that number is greater than the number of M11 and M13 events, the teacher is probably ignoring

some of the student misbehaviors either intentionally or due to the frustration of not having an impact when they do intervene.

- How much time did the teacher use to intervene in management events? (M11 and M13)

When Viewing the Seating Chart Heat Map:

- Where in the classroom are the problems occurring?
- Is there a small group or table of students who are exhibiting most of the misbehaviors?
- Are behavioral issues proximal or distant to where the teacher is located?

When Viewing the Management Summary:

- Where in the lesson, or during which lesson type, did the management issues occur? (Vertical bars on the lesson segment timeline)
- How many management issues occurred at the start of class, end of class, or during transitions from one lesson segment to another? (Vertical bars on the lesson segment timeline)

When Viewing the Video:

- How much time was needed to get all the students settled and begin the lesson when transitioning from one lesson segment to another?
- How was the teacher's movement around the classroom?
- How did the students behave or misbehave today as a whole, compared to other days in general?
- Regarding specific students who might tend to misbehave, how was their behavior today?
- Was there anything about this lesson that might have contributed to more or fewer management issues?

### **Questions to Ponder Using S Code – Student Engagement Data**

When Viewing the Code Summary:

- Compare the quantity of each type of S code exhibited during the lesson.

When Viewing the Seating Chart Heat Map:

- The heat map provides a visual distribution of student contributions – how would the teacher summarize this data, and how do the contributions match the teacher's intentions and expectations?
- How many of the students responded to at least one question and how many students were not part of the conversation?
- Using the demographic toggles on the Seating Chart Heat Map, examine student engagement by demographics such as gender, minority, ELL, and Special Education – think about what the data suggests in terms of equity regarding student engagement. How might you increase equity regarding student engagement?

When Viewing Interaction Patterns:

- Think about your teaching, and how many of the students responded to each other at least once, and what you might change to produce more student-to-student interactions. (*Interaction Patterns S-S #*)

When Viewing Student Engagement:

- What is the average number of responses per student? How does that fit your student engagement goals, and how might that number be increased. [Total of S1-S5 plus (the total of S6-S9 x the number of students in the class) / number of students in class]
- During which part of the class or type of lesson segment were students engaged, as evidenced by vertical bars? Which parts of the lesson were absent of student contributions and engagement, and how could you alter your lesson to produce more student engagement?

### **Questions to Ponder About T Codes – Teacher Actions Data**

When Viewing the Code Summary:

- What were the predominant T codes exhibited in this lesson?
- When looking at the data for the four question types (T3A, T3b, T4a, and T4) - what is the tendency of the teacher to ask open-ended questions requiring students to think more deeply, to speculate, and construct answers vs. asking questions that require a yes/no or short-answer memory type response?
- If the goal was to dig into student thinking at a deep level, considering the type and number of questions asked, what might the user conclude?
- Look at how many and what types of questions were asked. How did this affect the amount and type of student engagement?
- Looking at the T5-T12 counts, what can the user conclude about how the teacher responds following a student response if their goal was to encourage student responses and keep digging into what students were thinking?
- Look at how the teacher-initiated questions and then responded to student thinking - think about how the teacher's tendencies encouraged or discouraged student responses and engagement.
- When students respond – what does the teacher tend to do? Do they tend to judge responses, or acknowledge, and then clarify for the student, or instead ask the student to clarify?

When Looking at Interaction Patterns:

- Look for a 3-code pattern tendency, then a 4-code pattern tendency. How are the most common patterns consistent with the goals for the lesson? What are some changes to how the teacher interacts with students that would be more consistent with their intentions for the lesson?

### **Questions to Ponder About the Lesson After Collecting T, S, and M Codes**

When Viewing the Code Summary:

- Examine the quantity of T, S, and M codes. Then consider any of the questions posed above in the sections looking at only T, only S, or only M codes.
- Look at and compare the percentage of T codes vs. S codes and conclude if this lesson was more teacher-centered or student-centered, or balanced regarding such. Then consider how this result met with the teacher's intentions or goals for the lesson. What was consistent or inconsistent with their intentions and the strategy you chose for this lesson?

When Viewing the Interaction Patterns:

- Examine the counts for S-S, T-S-T, and T-T. If the teacher wanted to achieve more S-S interactions, what does the data indicate?
- Examine the most predominant patterns of interaction with students. What types of questions are in the most predominant patterns? What types of teacher reactions to student responses are in the most predominant patterns? How does the type of questions and responses use fit with the teacher's goals

for instruction, and what might the teacher modify to achieve questions or responses that are more consistent with their intentions?

When Viewing the Seating Chart Heat Map:

- Looking at the quantity of student engagement in the class, how is it distributed, and what would the heat map look like if you raised student engagement to an optimal level?

Looking at the *Teacher Actions Plus* screen:

- What question types were used in the lesson? What followed questions in terms of S codes – one student response or was it more than one student response? After, the student(s) responded what did the teacher tend to do next?
- How did the teacher use the whole group response engagement S codes (S6-S9) to engage all students in generating answers and providing maximum feedback to the teacher? If S6-S9 were not used, what evidence is there that the teacher attempted to increase student's oral contributions to the lesson?
- Knowing that T codes (teacher responses) T6, T11, T12, and sometimes T8 tend to help get and keep students thinking more so than T5, T7, T9 and T10, what does the visual tell you about the teachers use of the various response codes?
- What stands out about the student misbehavior actions M10 and M12, and then how would you characterize the teacher's reaction to student misbehaviors M11 and M13?
- How was the distribution of S codes and student contributions to the lesson?
- What was the mix of S codes? How many S1-S4 codes were present during the observation?

### **Questions to Ponder Regarding Group Engagement and Equity Among Group Members Data**

- When the teacher approached the small groups and interacted with them, what was their intention? What did the teacher want to accomplish by doing so versus observing the groups in action?
- What did the user notice about the teacher's interactions with the small groups?
- How did the teacher's interactions foster the goals for the small group and the lesson? In what ways, if any, did the teacher's interactions lessen the intention of the lesson or weaken the intended purpose of having students work in small groups?
- Small groups are a great place to ask good questions and to foster student-to-student interactions – what did the user notice regarding such? How might the teacher improve?
- How was the teacher's ability to pace themselves and get around to all small groups without taking too much time with one small group?
- We know the power of using cooperative learning strategies with small group structures (versus simply students in a group expected to work together). What might the teacher have done differently regarding small group strategies, and what impact might it have on student engagement, thinking, and learning?

### **Questions to Ponder About the Wait-Time Data – Student and Teacher Think Time**

- How does the WT1 average correspond to the teacher's intention for using wait-time to give students ample opportunity to think about the teacher's question?
- How does the WT2 average correspond to the teacher's intention to use wait-time to give students ample time to think about a student's response and respond to that student? (Look at the relationship between WT2 average and the S-S count in *Interaction Patterns*.)
- How does the average WT for question types differ regarding higher-level questions and needing more think-time to generate an answer?

- If the WT average is lower than expected or desired, what is the teacher's concrete plan for increasing their WT?

## 13. Getting Started Using SeeMeTeach

**Registering to Use SMT** - Users must register to use SMT, either as a single user who also may have colleagues as team members or a user who is part of teacher education, school, or research group. The appendices have more information on the registration procedure.

## 14. SMT Training from Novice to Expert

**Introduction** – The *Training Manual* is located under the Learn-PD tab of SeeMeTeach. The user will first learn how to set up a new observation, which is followed by how to use the qualitative mode.

**Introduction** – SMT has created a *Training Manual* mirrors what the user will find on the SeeMeTeach.com website under the heading *Training*. The manual includes details and guidance for users who prefer to function from a more method vs. video although the video overviews are helpful for either mode of learning.

### Foundational Training

- Training 1 - Acclimating to SMT: Setting Up a Lesson
- Training 2 - The Qualitative Comments Mode
- Training 3 - Basic Information for Using the Quantitative Mode

In just a short amount of time, you can learn to set up a lesson observation using the SeeMeTeach app.

Then in 20 minutes, you will know how to complete an observation using the qualitative comments mode to add comments and recommendations tagged to the timeline and/or video.

In just 20 more minutes, you will know about all the data and analysis features of the quantitative mode and can begin to collect and analyze data. The proceed to more training for more extensive data collection and analysis, which is presented to you one step at a time. You will find that most of the manual is devoted to learning the features and functions of using the quantitative mode of data collection and analysis. While the quantitative mode training takes more time, it is well worth it when considering the plethora of data and evidence obtained and the analyses produced, which can be used for feedback and coaching purposes or program evaluation.

Each training has a *Video Overview* with a *Cheat Sheet* that highlights important features and components of the training and guides the user when practicing the data collection or analysis skills. Each training from T3 on

also has an *Extended Practice* option and a *Extended Practice Key* so the novice user can compare their data and analysis to that of an expert user to determine if more practice is warranted.

**Intermediate Training** – Any of these trainings can follow the *Foundational Training*

- Training 4 - Learn About M Codes: Student Misbehaviors and Teacher Reactions (collected by itself or collected at the same time as student or teacher action data.)
- Training 5 - Wait-time Simple Method (a stand-alone data collection and not merged with another data collection whereas Training 9 connects Regular Wait-Time data collection with specific teacher and student actions.)
- Training 6 - Learn About S Codes: Student Actions, Student Engagement
- Training 7 - Learn About Teacher Action Initiating Question Codes: T3a, T3b, T4a, T4b
- Practice 6/7 – Merging T6 (S codes) and T7 (Four Question Types)

**Intermediate Capstone**

- Training 8 – Learn About Teacher Action Responding Codes and Merging with Training 4 (M Codes), Training 6 (S Codes), and T7 (T Codes – Question Types)

While the quantitative mode involves more training, it is well worth the small amount of time used when considering the plethora of data and evidence obtained and the analyses produced, which can be used for self-reflection, feedback and coaching purposes, or program or grant evaluation.

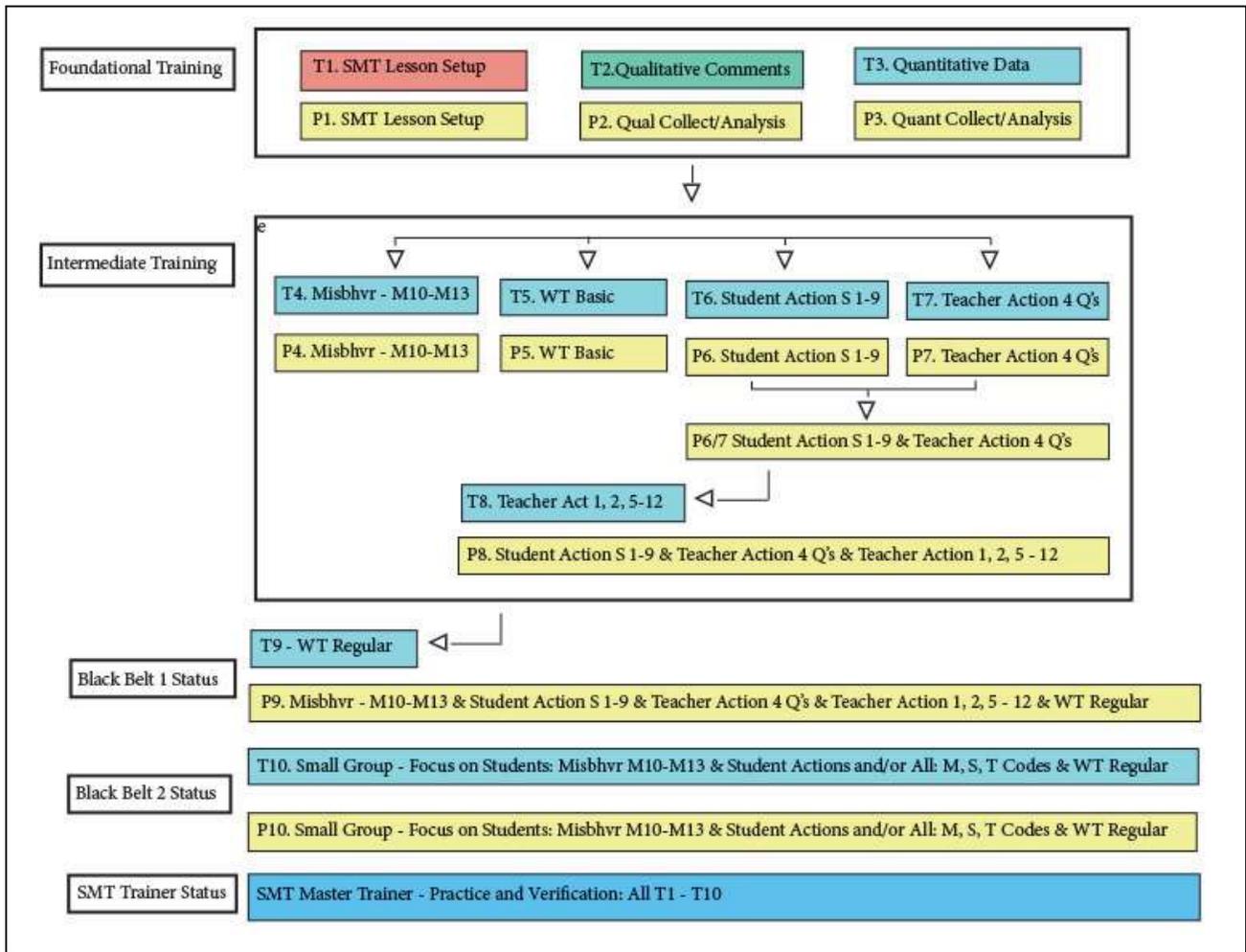
Ultimately, to proceed forward on the preferred pathway for becoming an SMT user who can collect all types of data, the SMT Team has laid out a path that begins with Training 1 and continues on to Training 9 which provides the teacher and observer with a complete palette of data and analyses that results in robust feedback and coaching based on evidence, which both the teacher and observer can use to determine growth and chart progress.

**Black Belt 1** - Training 9 – Collecting Wait Time along with S, T, and M codes

**Black Belt 2** - Training 10 – Small Group Student Interactions and Teacher-Student Interactions

**SMT Trainer** - Validation of Data Collection and Analysis Skills for SMT Trainer Status

**Figure 1: Training Options and Pathway**



**Training Elements** - Each training has a *Video Overview* with a *Cheat Sheet* that highlights important features and components of the training and guides the user when practicing the data collection or analysis skills. Each training from T3 on also has an *Extended Practice* option and an *Extended Practice Key* so the novice user can compare their data and analysis to that of an expert user to determine if more practice is warranted.

Training Video Overview	Cheat Sheet	Extended Practice Key
<a href="#">Training 1 – Setting Up a Lesson</a>	<a href="#">Cheat Sheet 1</a>	NA
<a href="#">Training 2 – The Qualitative Mode</a>	<a href="#">Cheat Sheet 2</a>	NA
<a href="#">Training 3 – Basics of the Quantitative Mode</a>	<a href="#">Cheat Sheet 3</a>	<a href="#">Extended Practice Key 3</a>
<a href="#">Training 4 – Misbehaviors and Teacher’s Reactions</a>	<a href="#">Cheat Sheet 4</a>	<a href="#">Extended Practice Key 4</a>
<a href="#">Training 5 – Wait Time (Simple Method)</a>	<a href="#">Cheat Sheet 5</a>	<a href="#">Extended Practice Key 5</a>
<a href="#">Training 6 – Student Actions (S Codes)</a>	<a href="#">Cheat Sheet 6</a>	<a href="#">Extended Practice Key 6</a>

<a href="#">Training 7 – Teacher Actions (4 Question Types)</a>	<a href="#">Cheat Sheet 7</a>	<a href="#">Extended Practice Key 7</a>
Practice 6/7 – Merging S Codes and 4 Question Types (no video – use Cheat Sheet for practice instructions)	<a href="#">Cheat Sheet 6/7</a>	<a href="#">Extended Practice key 6/7</a>
<a href="#">Training 8 – Merging S Codes and All Teacher Actions</a>	<a href="#">Cheat Sheet 8</a>	<a href="#">Extended Practice Key 8</a>
<a href="#">Training 9 – Wait Time and M, S, and T Codes</a>	<a href="#">Cheat Sheet 9</a>	<a href="#">Extended Practice Key 9</a>
<a href="#">Training 10 – Small Group Data</a>	X	X
<a href="#">SMT How to add a Lesson Plan</a>	X	X
<a href="#">SMT How to add Summative Forms and Rubrics</a>	X	X

### Videos Used in Training and Extended Practice

SMT Practice Video Swinging Spheres	<a href="https://youtu.be/XIPKXikeHMA">https://youtu.be/XIPKXikeHMA</a>
SMT Practice Video Float Sink M *	<a href="https://youtu.be/uLJ3Jvn0jHw">https://youtu.be/uLJ3Jvn0jHw</a>
SMT Practice Video Float Sink A - Wait Time	<a href="https://youtu.be/BaznvpVUx-U">https://youtu.be/BaznvpVUx-U</a>
SMT Practice Video Float Sink A	<a href="https://youtu.be/oxkazkrBChg">https://youtu.be/oxkazkrBChg</a>

### Videos for Additional Extended Practice

#### Regular

SMT Practice Video Float Sink B	<a href="https://youtu.be/k38GVIRMJIM">https://youtu.be/k38GVIRMJIM</a>
Practice Video Truck Hill L	<a href="https://youtu.be/pjvOFSyR5sw">https://youtu.be/pjvOFSyR5sw</a>

#### Misbehaviors

SMT Practice Video Truck Hill M *	<a href="https://youtu.be/YSD7mNBbZ1Q">https://youtu.be/YSD7mNBbZ1Q</a>
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Note the \* indicates a practice video more suited to misbehaviors and practicing M codes.

## 15. Capturing and Storing Video and Audio

### Capturing Quality Audio and Video

If the user is not doing a live observation, then the video used for the observation should have:

- A video with a wide-angle view of the room with most students and the teacher is desired as the observer always has a fixed reference point. Placing the camera at the back of the room, perhaps higher than head height, will put most of the action occurring within the camera shot, allowing the person(s) to connect the actions and events with the individuals involved or speaking.
- Audio ideally captures everything the teacher said and most of what students are saying.
  - Note: If the teacher is talking and the room is quiet, most microphones capture the teacher's voice and most of the student's questions and answers. But during a lab activity or when the class is working in small groups, and the teacher is walking around interacting with various small groups, capturing the audio of teacher and student interactions can be difficult. Usually, the class is videotaped from a fixed position and captures the whole panorama of the class. Therefore, the camera microphone is also fixed in place, making it challenging to collect good audio and, thus, data on small groups. Small groups are a good source of teacher-student dialogue. Such interactions should be collected and analyzed as the teacher-student interactions can be analyzed and often improved. Therefore, relying on the microphone of the video-recording source may not be best. See Lavalier Microphone Bluetooth to Phone for a solution to this problem.

### Lavalier Microphone Bluetooth to Phone for Recording Audio and Video

- For capturing high-quality audio, secure an omni-directional lavalier microphone that will connect via Bluetooth to your phone or camera source. There are several options; therefore, reading the reviews helps steer one to a microphone that might capture clear audio. The teacher will want the audio of themselves and the students when working with individuals, small groups, or whole groups. An omnidirectional microphone will pick up sounds from any direction. A unidirectional microphone will pick up sounds coming from mostly one direction. The user will probably want an omnidirectional microphone and one that will capture sounds from close and far away. Some microphone lavalier packages come with more than one microphone. The reason for purchasing more than one microphone is that the teacher might want to wear one and place the other in the middle of a small group table to capture the conversation of the small group or a group working together during a lab activity.

### Solutions to Audio Issues

- Teachers can wear a omni-directional lavalier microphone that feeds back to the audio input of the camera. For example, teachers can use a product called Swivel, which uses an iPad placed on a swivel mechanism that tracks the teacher around the classroom and captures video. This product also makes use of a lavalier microphone the teacher wears, which feeds audio back to the iPad. SMT has found that the video and audio captured quality is quite good (but has no affiliation with the company or the recommended product).
- Teachers can also get a lanyard attached to a plastic sleeve. A smartphone can be placed into the plastic sleeve with the camera and microphone exposed and facing outward. The video will capture what the teacher sees when the teacher walks around and interacts with individual students and small groups. Acceptable audio will also be obtained, but the downside is the video which rapidly changes direction and perspective. It is much easier for an observer watching the video to have the footage

originate from a stable and fixed position so that all the students and the teacher are on the video and from the perspective of an observer who is placed in the back of the room.

- Computer webcams can also be oriented in the classroom to capture most video and audio.
- Any other type of digital device can be placed in the front or back of the room to capture video and audio.

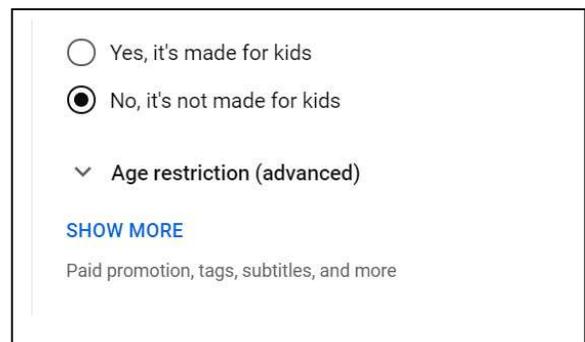
## Hardware

Recommended tools for capturing quality video and audio of teaching segments are:

- Swivel – Place your iPad on the Swivel, attach the lavalier microphone to your shirt, and the Swivel collects great audio and video as it pans along with your movement while you teach.
- Logitech Web Camera w/Microphone – a quality way of capturing audio and video.
- Phone with lavalier microphone bluetoothed into audio jack of the phone.

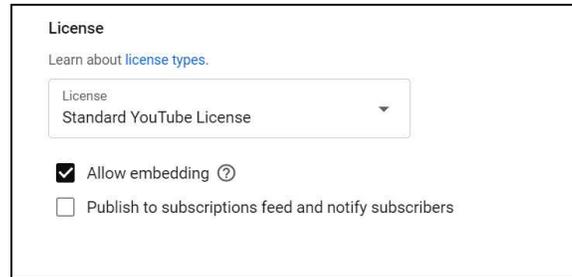
## Video Segments

- Editing Video Down in Size to a Key Segment
  - The user needs to upload only the segment of the video they wish to observe and analyze. For example, perhaps the user captured 45 minutes of footage but only wants to view and comment on the 20-minute lab activity segment. Therefore, the user should edit the video to cut out everything but the desired portion and then upload the video to the user's YouTube Channel or other means of storage where team members can get access.
- Storing the Video - Upload to YouTube
  - The video should be stored so it has a URL address that the user and/or team member(s) can access. SMT suggests a *YouTube Channel* for such purposes unless the school district or institution has its own server that is accessible and won't block users from accessing the video. Or, video can be stored on SMT's secure cloud storage. The various options are present when creating a New Observation.
  - When uploading the video to YouTube, it is important to do the following:
  - **Choose the toggle for an unlisted video** – do not select private or public.
    - Videos should not be listed for public consumption due to privacy laws regarding children. In addition, if it is listed as "private," other team members will not be able to view the video as SMT will not be able to access the video.
    - As an "unlisted" video (without adding tags or keywords and with a title that is non-descript), the video should be accessible only to the team members.
  - **After initiating uploading the video to YouTube, the owner must toggle some choices. Toggle on the following:**
    - Toggle "No, it's not made for kids" so the circle is dark, then, click SHOW MORE which presents more options.

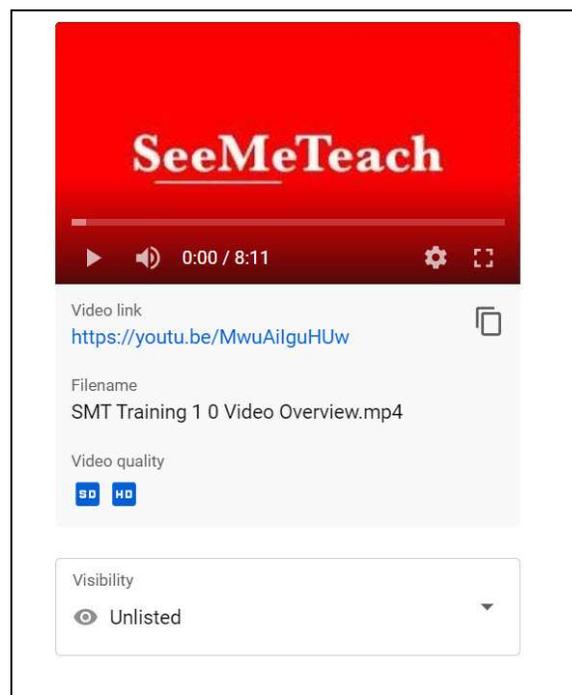


The image shows a screenshot of a YouTube upload interface. It features two radio button options: 'Yes, it's made for kids' (unselected) and 'No, it's not made for kids' (selected). Below these is a dropdown menu for 'Age restriction (advanced)'. A blue 'SHOW MORE' link is visible, followed by the text 'Paid promotion, tags, subtitles, and more'.

Then toggle on “Allow embedding” but leave the other choices unchecked.



On the right-hand side of the YouTube page is the URL of the video that needs to be copied and pasted into the SMT New Observation URL window. The “Visibility” is also noted; in this case, it is “Unlisted,” and if not, then use the drop-down to make it “Unlisted.”



- Storing the Video - SMT’s Cloud Storage
  - Another option for linking video to the SMT New Observation is to use SMT’s cloud storage. When choosing this option, the user will be asked to choose the file to upload into cloud storage. This is a file upload process similar to other file upload processes. Unlike YouTube, there are no toggles to consider.
- Storing the Video Elsewhere
  - If the video is stored someplace other than YouTube or SMT’s cloud storage, the user must check to make sure that SeeMeTeach® can access the video for the user and other team members. Server protection and security software on school servers may make it difficult to store video locally.

## Setting Up the YouTube Channel

For a Teacher Education Program or a School District, does each person need their own YouTube account, or do all the videos get uploaded into one Channel?

- Option A: Each user loads their own (unlisted) video to their own YouTube account (as an unlisted – not public or private). From there, they can copy and paste the URL into the video window when setting up a *New Observation*.
  - There is an advantage to this as the individual is responsible for the video that is uploaded.
- Option B: An administrator or program leader may or may not choose to have control of the videos used to set up the *New Observations*. Therefore, they upload all (unlisted) videos into their YouTube channel and share the video URL to specific persons at their discretion.

## Indemnification and Protection of the Video

- To abate concerns about capturing video of classrooms and privacy of teachers and their students, SMT registration, Terms of Use, policies, and procedures were designed and created to minimize these concerns. For example:
  - Only two people control the video used for the observation, the teacher and the observer. The video is captured and stored by either the teacher or primary observer in a safe and secure location that has controlled access. The user can store the video on their private Youtube Channel or on SMT's cloud storage.
  - The other two potential team members can view the video but have no rights regarding control of the video.
    - Note: Before any use of SMT has taken place, the teacher, primary observer, and any other team members (maximum of 2) will have both agreed to the *Terms of Service*, stating they will not show or share the video with any party or person that does not have routine contact with the students shown on the video.

## Using Audio-Only When Video Is Not Allowed

- Suppose the school policy prevents videotaping in a classroom, but teachers are allowed to audiotape. If the teacher is wearing a lavalier microphone then the audio of teacher-student interactions should be of high enough quality for the observer to code much of the data. Have the audio file stored where it can be uploaded to SMT servers when setting up a New Observation. Then the audio file and data collection will function much like using a video file when doing data collection.
- When necessary to capture audio-only there are three options:
  - A. Capture and upload an audio file such as an mp3 file. During a *New Observation* setup, the user can choose *Classroom observation from an audio file* and load the file, which will play from the video window.
  - B. Capture an mp4 file using a video camera with the lens covered, so no images of students are captured, but the audio is captured. Then follow the instructions for uploading the file to YouTube and link the YouTube video to SMT by choosing *Observation Type – Classroom observation from YouTube*.

Or a second option is to choose *Classroom observation from a video file*, locate and link that file on your computer, which then stores that mp4 file in secure cloud storage.

C. If your video contains both video and audio, but you cannot publicly show the video, but you want to still use the audio in an SMT observation and analysis:

1. Create a blank videotape that is longer in time than the audiotape of the lesson recorded. When filming the blank tape, keep the lens cover on and turn down the audio to zero or completely turn off the sound.
2. In your video editor (Camtasia or other), import the blank video file and place it on the timeline. The user may want to overlay a title screen with the teacher's name or identifier. Separate the audio track from the video track. Delete the audio on the original "blank" tape and keep the blank video portion.
3. Import the video file of teaching and place it on a second and different track from the blank video. Separate this tape's video and audio portions and delete the video portion.
4. Now on the timeline, there should be the blank video track and the audio of the teaching track.
5. Trim down the length of the tracks until they are just a second or two longer than the classroom audio track or the file you are creating will be unnecessarily longer than what the user needs to place into SMT for analysis.

Save and export to an mp4 file that can then be uploaded to the user's YouTube (unlisted) channel or simply save on the computer and upload to cloud storage when setting up a New Observation.

## 16. Individual Users – Frequently Asked Questions

### **FAQ: If I have an individual account, who can I invite to my observation team?**

Answer: Any other individual user who has an SMT registered account can accept an invitation to join an observation. You need to know the email they are using for their SMT account. Someone who is a member of a group account (Teacher Education or K-12 School) cannot join your individual account when they are already in a group account. To join your observation team, they would need a separate individual SMT account using an email that is different from their group account. This prevents crossover observations from individual to group accounts and is in place for security and confidentiality reasons.

### **FAQ: Since four is the maximum number of observers for any observation, does that mean I can only have four colleagues as observation team members?**

Answer: No. While you can only have three other colleagues joining an observation (with you making a total of four on the team), your list of potential colleagues to choose from is limited only by how many people you know who have a registered SMT account. From that list, you can choose any three to join an observation. And you could choose a different three for the next observation. When choosing observation partners, if using video, keep in mind confidentiality and protection of minors when it comes to deciding who can view the video

### **FAQ: I have an individual account, but my school will now use SMT for observation. Can I keep my individual account and still participate in the school's group account?**

Answer: Yes, you can keep the individual account, but for the group account, you will need to use an email that is different than the one used for the individual account. Most individual account users registered for SMT using their personal email accounts, not their school email.

### **FAQ: The registration cost covers me for how much time?**

Answer: Each registration is good for one year from the date of registration. For the user's convenience, registration will automatically roll over unless they cancel their registration. And SMT gives plenty of notice before the new registration begins. The user will receive an email 30 days before the roll-over to allow them plenty of time to cancel their registration before renewal.

### **FAQ: Can I cancel my initial registration or cancel it after the renewal has taken place.**

Answer: Once registration or renewal is finalized, the user can still cancel at any time by going to SMT, login, and under *Billing*, there is a button to cancel the account. If the registration or renewal process has already occurred, no refunds will be given to the user. However, since the user paid their registration, they will still have access to and can use that account until that initial registration or renewal period ends. Because the user canceled the account, the next renewal will not occur. A reminder that registration renewal emails are automatically sent to the SMT user's account email.

## 17. Teacher Education - Frequently Asked Questions

### **FAQ: How can I set up an SMT account for myself (methods instructor) and the 35 future teachers in my class?**

Answer: Go to [www.seemeteach.com](http://www.seemeteach.com), and under *Plans and Pricing*, you will find the link for registration and payment for a school or a teacher preparation plan. The class leader or administrator who sets up the account can, of course, participate in the group, and they are not counted toward the number of paid slots for their group. At the time of registration, they need to know and enter how many paid accounts (teachers or other administrators) they wish to have in their group and the group members' emails.

### **FAQ: If I have a group consisting of the clinical experience supervisor and 25 fieldwork students, and I want to add four more fieldwork students and cooperating teachers to my group, what do I do?**

Answer: At this time, email [support@seemeteach.com](mailto:support@seemeteach.com) and let them know how many more users to add to your group account. Include the institution's name, department, program, group leader or administrator's name, email used for the group SMT account, and a phone number. SMT will add those additional slots to your account and invoice the administrator for the change in registration.

### **FAQ: I have 21 users in my group, but one person left the program and will no longer be a part of our SMT group. Can I fill that slot with another person?**

Answer: Yes, you can fill that slot with another person. Go to SMT Login, Contacts, and Remove the user that has left the group. That should free up a slot, showing how many more users can be invited into the group before you have reached the paid registration limit. If that number is one or more, then invite a new user to the group. They will get an email with an invitation that they will need to click on to accept (and they create a password, etc.). The new user, of course, doesn't pay because the group administrator has already paid for the members of the group. If the administrator needs more slots than what they initially required – see the answer to the FAQ above in which you contact [support@seemeteach.com](mailto:support@seemeteach.com) for support.

### **FAQ: I am the university supervisor for ten fieldwork students. I want to form a group of 10 students plus myself. How do we pay for SMT registration?**

Answer: There are a couple of things to consider.

- First, a typical "group" registration (see alternative group formation below) can be paid by:
  - one credit card payment that covers all members of the group, or
  - the group administrator initiates payment via purchase order (email to [support@seemeteach.com](mailto:support@seemeteach.com) or fax 866-414-3456, and SMT generates an invoice sent to the administrator of the group.

Remember, when forming a group, the user who is the group administrator has a free account, so in the case of 1 group admin and ten students, the request to SMT is for 11 users in the account, but the cost is only for ten users.

- Second, if each student in the group is paying for their registration, how can the group administrator collect the money from the ten fieldwork students?
  - Some universities add a course fee of \$20 per student to cover the cost of SMT registration. Then when the fieldwork supervisor (and the administrator of the SMT group) registers

themselves and their students, they pay with a department credit card or provide a *Purchase Order* number so an invoice can be sent to the department for payment.

- Note that sometimes teacher education programs pay for the registration cost for the cooperating or mentor teacher so they too can participate and collaborate in observations and feedback.
- Third, if the two group payment suggestions above are not feasible, then perhaps the **alternate group registration via a single-user plan** process works better. The alternative way to establish a group is to set up an informal group where the university supervisor and fieldwork students all register as *Single Users* and then invite each other (and accept) as collaborators. Also, read the response below to understand why this might be a preferable option.

**FAQ: In a teacher preparation program, if I am a methods instructor who has assignments linked to Fall semester fieldwork placements and my students who are registered SMT users finish my course and their fieldwork, then enter a different course in the Spring semester with a course instructor/fieldwork supervisor who wants them to use SMT to process their student teaching observations, is it best to form registered groups or best to have all the students and the instructor/supervisor register as single users – the alternative group registration?**

Answer: Unlike teachers in a school who stay within that group for the whole school year, teacher education students start and finish courses or start and complete fieldwork or student teaching experiences during a semester. So, it is probably best in some scenarios is to have teacher education students register as single users and have each student pay the registration fee that will cover them for one whole year. Then for the 1<sup>st</sup> semester, each user can invite those who need to be part of their collaborative teams, such as their methods instructor (or vice versa), their cooperating teacher, their university supervisor, and fellow fieldwork students if they are working together at a school placement. This process might also be best in the case of an assignment from the methods instructor, which requires small groups to collaborate on observation and provide feedback. When the semester ends and the teacher education students are in different classes or have new collaborators, under their *Contacts List*, they can *Remove* users that no longer should be collaborators and add new collaborators as needed. The benefit of all those users being within one formal group using the group plan vs. a single user plan is that no group user can invite someone into the group who shouldn't have access. As such, if videos are used for observation, they remain accessible to only the group members and the instructor – the people who usually have access to those classrooms.

**FAQ: With the power of SMT and how the potential for collaboration between the university supervisor, student-teacher, and cooperating teacher is built right into SMT, how can we get more cooperating teachers involved in using SMT and being part of the collaborative team, sharing observation notes, data, and summative forms?**

Answer: Universities highly value cooperating teachers for feedback and mentoring. Some universities secure grants and gifts from donors to cover the registration cost for the cooperating teachers. Some institutions simply build it in as an expense, while other universities have the fieldwork student or student-teacher pay a course fee covering the cooperating teacher's SMT registration.

**FAQ: If I am in a school group or a teacher education group, I know that I can only have collaborators from a select group of people that the group administrator has invited to the group. If I want to have colleagues outside of the group collaborate with me on observations and feedback, how can I do so?**

Answer: You are correct. You cannot collaborate with anyone outside the group as part of that group account. First, keep in mind that privacy rules would probably prevent you from sharing any video of students in K-12 with those who would not normally be working with those students. In addition, school district policies and laws need to be considered, especially concerning *the United States, where the Children's Online Privacy*

*Protection Act ("COPPA") applies to children under the age of 13 and requires parental permission to record or store any video of children under the age of 13.*

However, suppose you sign up as a single user. In that case, you can invite any person you would like to include as collaborators on observations unless they are part of a group account, in which case that email cannot be used for both accounts. If that is the case, use their alternate email when collaborating with you. Remember that SMT will only let a specific email address work for either a group or as a single user, but not both. For example, if your school email address is used with your school group, you must use a different email address such as @gmail or @yahoo when you register for your single user account.

**FAQ: The registration cost covers me for how much time?**

Answer: Each registration is good for one year from the date of registration. For the user's convenience, registration will automatically roll over unless they cancel their registration. And SMT gives plenty of notice before the new registration begins. The user or administrator will receive an email 30 days before the roll-over to allow them plenty of time to cancel their registration before renewal. The renewal email will be sent to the administrator who established the group for schools or teacher education groups that paid for the group members.

**FAQ: Can I cancel my initial registration or cancel it after the renewal has taken place.**

Answer: Once initial registration or renewal is finalized, the user can still cancel at any time by going to SMT, login, and under *Billing*, there is a button to cancel the account. If the registration or renewal process has already occurred (*a reminder that registration will renew is automatically sent to the email associated with the SMT user's account*), no refunds will be given to the user. However, since the user paid their registration, they will still have access to and can use that account until that initial registration or renewal period ends. Because the user canceled their account, the next renewal will not occur.

## 18. K-12 Schools – Frequently Asked Questions

**FAQ: How can I set up a school account for myself (the Principal) and my 35 teachers in my school?**

Answer: Go to [www.seemeteach.com](http://www.seemeteach.com), and under *Plans and Pricing*, you will find the link for registration and payment for a school or a teacher preparation plan. The administrator who sets up the account can participate in the group, and they are not counted in the number of paid slots for their group. At the time of registration, they need to know and enter how many paid accounts (teachers or other administrators) they wish to have in their group and will be asked to enter the emails of group members they plan to invite into the group.

**FAQ: If I have a school group consisting of the Principal and 25 teachers, and I want to add four more teachers to my group, what do I do?**

Answer: At this time, email [support@seemeteach.com](mailto:support@seemeteach.com) and let them know how many more users to add to your group account. Include the name of the school district, the school, and the group administrator's name and email used for the group SMT account, along with a phone number. SMT will add those slots to your account and invoice the administrator for the change in registration.

**FAQ: I have 21 users in my group, but one teacher left the school and will no longer be a part of our SMT group. Can I fill that slot with the teacher who takes their place?**

Answer: Yes, you can fill that slot with another person. Go to SMT Login, Contacts, and first remove the user that has left the group to free up space for the new person. Then SMT will show how many more users can be invited into the group before reaching the paid registration limit. If that number is one or more, invite a new user to the group. They will get an email with an invitation that they will need to click on to accept (and they create a password, etc.). The new user, of course, doesn't pay because the group administrator has already paid for the members of the group. If the administrator needs more slots than what they initially required – see the answer to the FAQ above in which you contact [support@seemeteach.com](mailto:support@seemeteach.com) for support.

**FAQ: With the power of SMT and how the potential for collaboration between the university supervisor, student-teacher, and cooperating teacher is built right into SMT, how can we get more university supervisors and student teachers involved in using SMT and being part of the collaborative team, sharing observation notes, data, and summative forms?**

Answer: Universities highly value collaboration between the university supervisor and the cooperating teacher for the feedback and mentoring. The school might suggest that the teacher education program use SMT as an observation platform because SMT gathers a ton of data for feedback, recommendations, indicators of growth, and decision-making. Some universities secure grants and gifts from donors to cover the cost of registration for the university and cooperating teachers. Others build it in as an expense, while other universities have the fieldwork student or student-teacher pay a course fee covering the cooperating teacher's SMT registration.

**FAQ: If I am in a school group or a teacher education group, I know that I can only have collaborators from a select group of people that the group administrator has invited to the group. If I want to have colleagues outside of the group collaborate with me on observations and feedback, how can I do so?**

Answer: You are correct. You cannot collaborate with anyone outside the group as part of that group account. First, keep in mind that privacy rules would probably prevent you from sharing any video of students in K-12 with those who would not normally be working with those students. In addition, school district policies and laws need to be considered, especially concerning *the United States, where the Children's Online Privacy*

*Protection Act ("COPPA") applies to children under the age of 13 and requires parental permission to record or store any video of children under the age of 13.*

However, if you sign up as a single user, you can invite any person you would like to include as collaborators on observations. Remember that SMT will only let a specific email address work for either a group or as a single user, but not both. For example, if your school email address is used with your school group, you must use a different email address such as @gmail or @yahoo when you register for your single user account.

**FAQ: The registration cost covers me for how much time?**

Answer: Each registration is good for one year from the date of registration. For the user's convenience, registration will automatically roll over unless they cancel their registration. And SMT gives plenty of notice before the new registration begins. The user or administrator will receive an email 30 days before the roll-over to allow them plenty of time to cancel their registration before renewal.

**FAQ: Can I cancel my initial registration or cancel it after the renewal has taken place.**

Answer: Once registration or renewal is finalized, the user can still cancel at any time by going to SMT, login, and under *Billing*, there is a button to cancel the account. If the registration or renewal process has already occurred, no refunds will be given to the user. However, since the user paid their registration, the user will still have access to and can use that account until that initial registration or renewal period ends. Because the user canceled the account, the next renewal will not occur. A reminder that registration renewal emails are automatically sent to the SMT user's account email. The renewal email will be sent to the administrator who established the group for schools or teacher education groups.

## 19. Terms of Service Agreement

Before using SMT, you must read and agree to the complete **Terms of Service/Privacy Agreement**. The **TOS/PA** was provided during the registration process but is also located at the bottom of each page on the SMT website. Make note that the **TOS/PA** may be modified when necessary; modifications may occur after your initial reading during registration, so you are hereby advised to periodically read the TOS/PA for changes that may apply to you.

The following is a condensed version but is NOT a substitute for reading the complete **TOS/PA** document.

In short, SMT was designed and priced so that anyone could have access to and use this powerful tool. The once per year registration fee covers the registrant's personal use for one year. Registration will automatically renew to allow for continued usage of SMT unless the user opts to cancel the renewal.

If you are a participant in a school or teacher preparation group, your fee may be paid by the institution. For those who are part of a group, such as a school or a teacher education program, your participation may depend on continued employment at that school or district or whether you are an active student in a teacher preparation program or have completed teacher training at that school an institution. After moving on to employment at another school, your membership could change to that of the new school group (if they use SMT) or be used independently by you by registering as a single user.

As a single user, you may elect to invite others to be a part of your observation team based solely on your discretion and per the **TOS/PA**. A single user may choose to continue using SMT independently of your school, teacher education program, or ancillary to what they do for observations. Suppose the user is part of a school or teacher education group and wants to utilize SMT independently outside of the group. If so, they will also be required to register as a Single User with an email different from the one used and associated with the group.

Whether you pay the registration fee or whether your school or teacher education program pays the fee, the use of SMT is for non-commercial use only. You, as a registered user, or any user, may not use SMT in any manner related to a consulting contract, any method of commercial purpose, or for-profit, performing a paid service without first establishing a written agreement with SeeMeTeach<sup>®</sup> before any such intended use. The definition of the use of SMT includes:

- \* Any work related to consulting or as a grant evaluator
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