SeeMeTeach®

Overview and Features

SeeMeTeach – Teacher Observation Reimagined

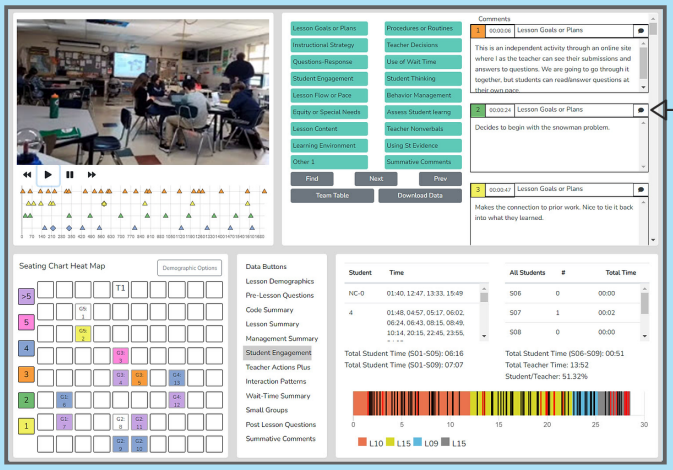
A Web Based Teacher and Classroom Observation App

SeeMeTeach ® A Quick Peek at Key Features

Comment Buttons - observe, click to label a comment, type the comment or recommendation. Multiple sets of comment buttons to choose from.

Comments - Shows single observer or team's comments. Scroll or use Find by comment category for pinpointing specific feedback.

Video Window - observation can be completed via video, live virtual, live in person, or from audio.



Respond to a comment - User can react, respond, or add on to a comment.

Timeline of Comments - shows where in the lesson an observer(s) placed a comment, or reacted to another team member's comment - click and link to the comment and the video segment.

Shows data for each single student and the whole group regarding engagement and classroom management.

Seating Chart Heat Map - shows extent of student engagement or misbehaviors for each student or group of students.

Data Analysis Options - Multiple ways the robust data can be analyzed and displayed via charts, tables, graphs and student seating chart heat map.

Data Timeline - black bars indicate individual student events, red bars are group events, all linked to video segments on a backdrop of the type of lesson.

Table of Contents

SeeMeTeach ® Overview and Features

1. Welcome To SeeMeTeach - Teacher Observation Reimagined!

Welcome to SeeMeTeach ® (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. 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 SMT team 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.

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

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

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 with each other, and how students behave in the classroom. All these classroom dynamics are critical factors concerning the success of a lesson.

This tool, with the vibrant data collection, helps reduce the subjectivity of classroom observations, and adds significant value to teacher or classroom observations. Teachers, beginning or experienced, who desire to improve their craft and strive to be more effective in the classroom know the power of using data and analysis to aid in refining and elevating 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 to facilitate and

improve communication and the sharing of comments, data, and summative forms for up to four members of the observation team. In a school, this team might consist of the observing administrator, the teacher, and perhaps a peer mentor or second administrator. 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, as well as 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 by those who prepare teachers or by 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 in 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 their students are successful or having 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 when modified, can have a significant impact on teaching and learning in the classroom. The data and comments collected are a potential source of rich and robust feedback for the person who is being observed.

4. 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?

5. 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.

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.

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. As such, a user can be ready to collect data with as little as 15 minutes of beginning to use SMT.

6. 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.

- **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.

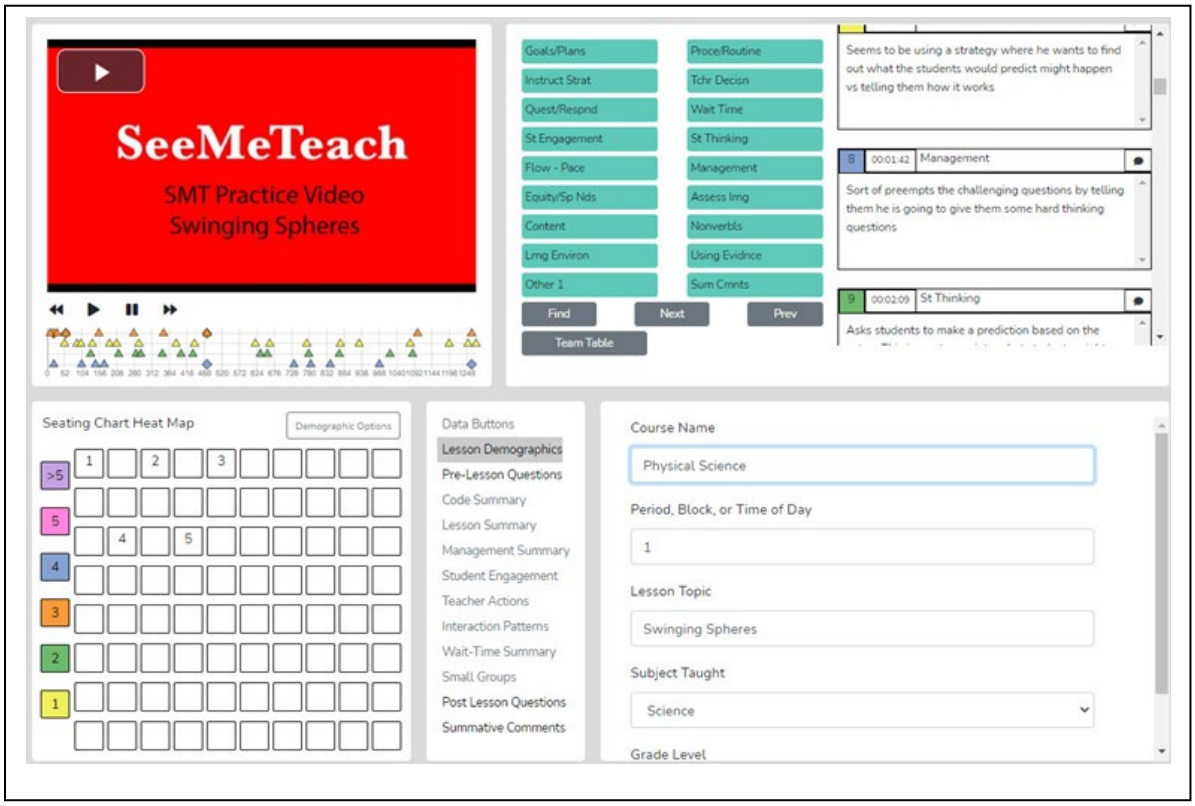
- **A Research Team**
  - Tasked with examining the effects of professional development on teaching and classroom instruction.
  - Tasked with studying how curricular innovation impacts instruction, teachers, or students.
  - Tasked with examining the impact of state or federal funding on classroom instruction.

- **Supporting documents include:**
    - SMT Quick Start Guide
    - SMT Training and User's Manual
    - SMT Overview and Features
    - edTPA and SMT for Rubrics 6-10
    - NBCT and SMT
    - SMT Teacher Challenges
    - SMT PD Modules

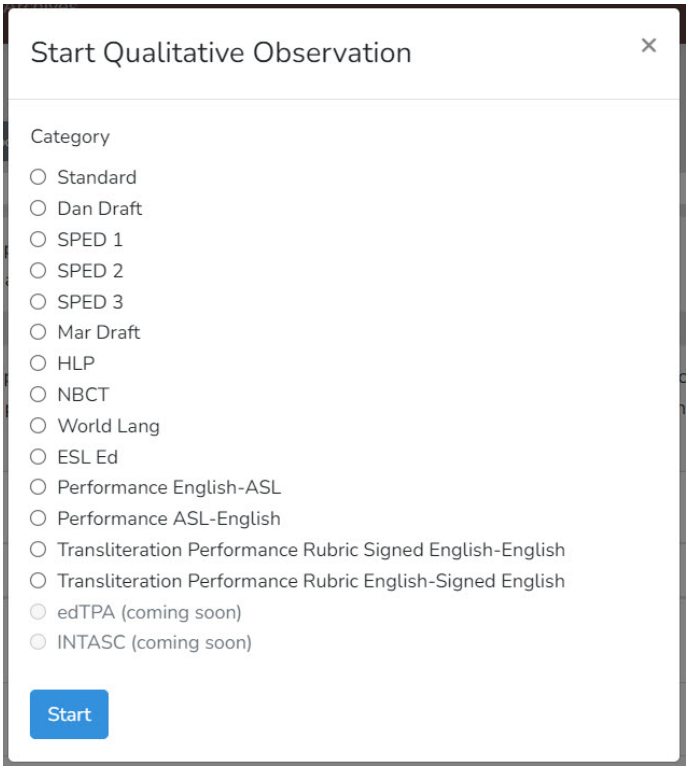
7. Qualitative Mode - Highlights and Important Features

Highlights and important features of the qualitative mode include:

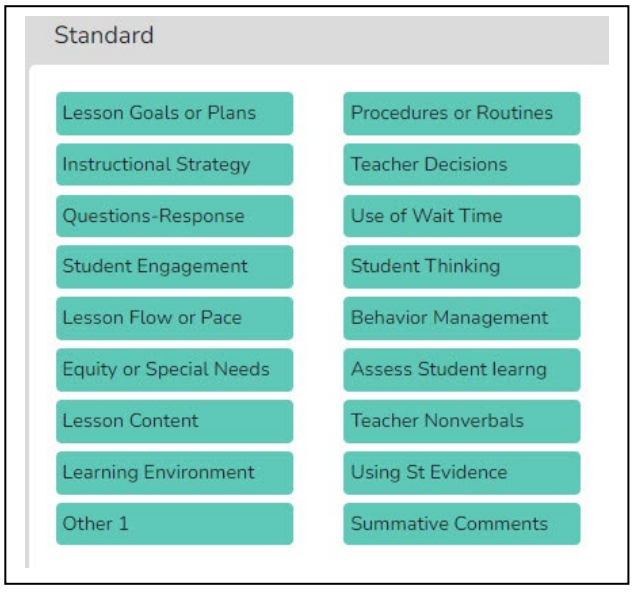
- Observations can be completed live in the classroom or by using a pre-recorded video or audio.
- The user generates a time-stamped set of observation notes that can include comments and suggestions, color-coded to the specific team member that is making a comment, labeled, and organized by category.
- 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.



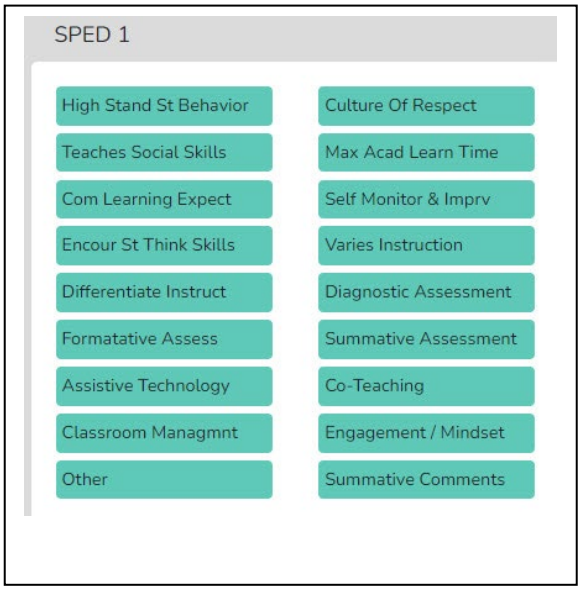
Qualitative Comment Button Choices – There are many button sets to choose from when setting up a qualitative observation.



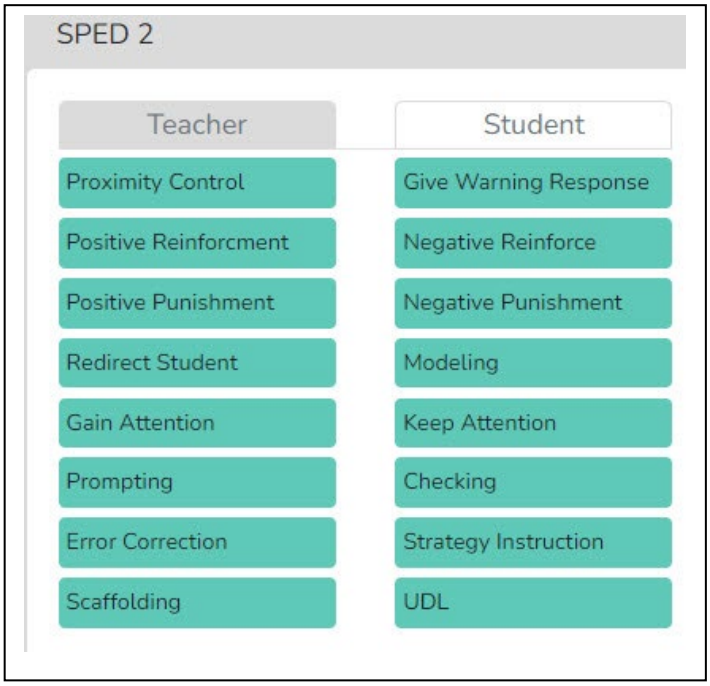
Standard Set

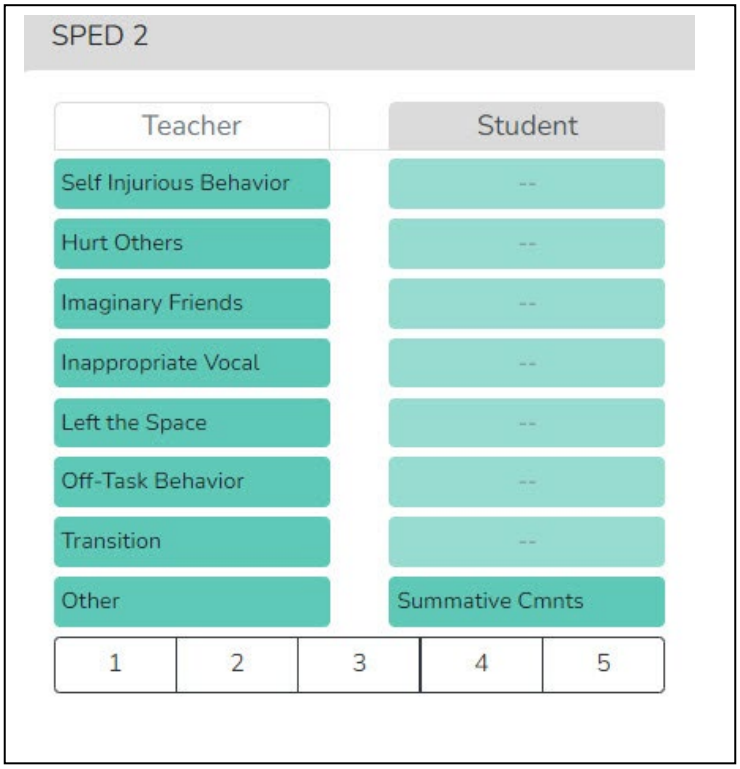


Special Education Set 1

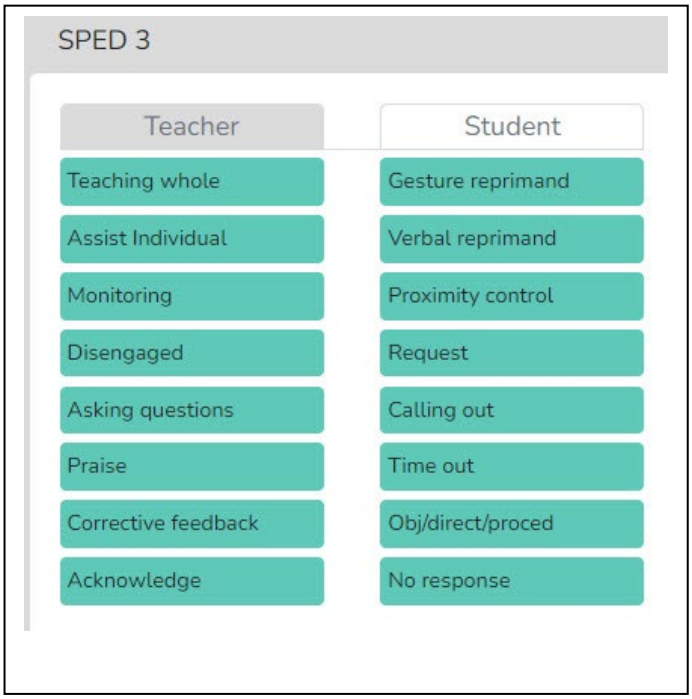


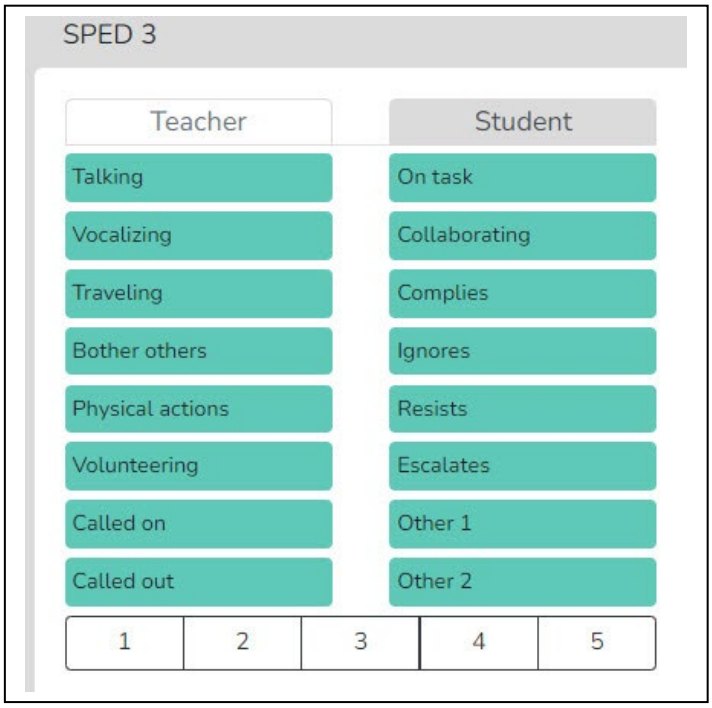
Special Education Set 2



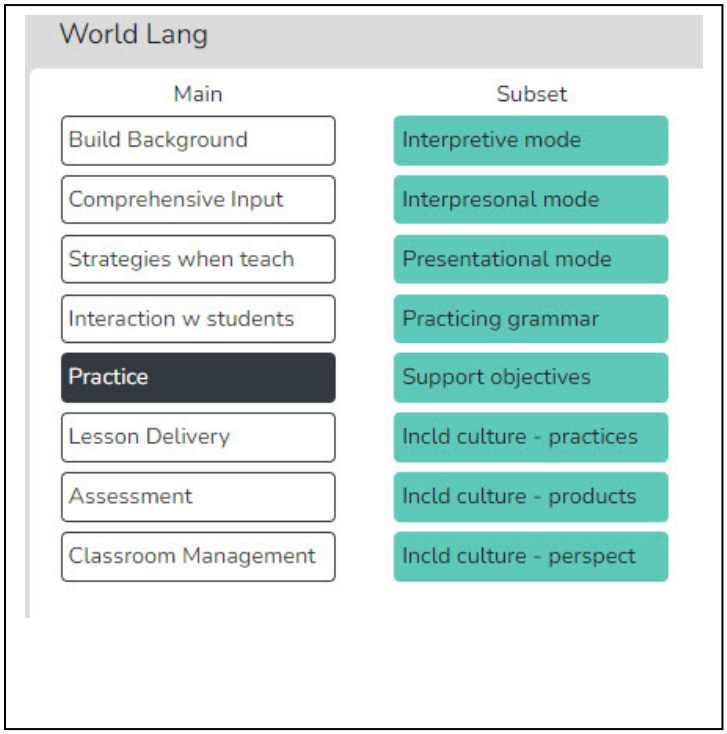


Special Education Set 3

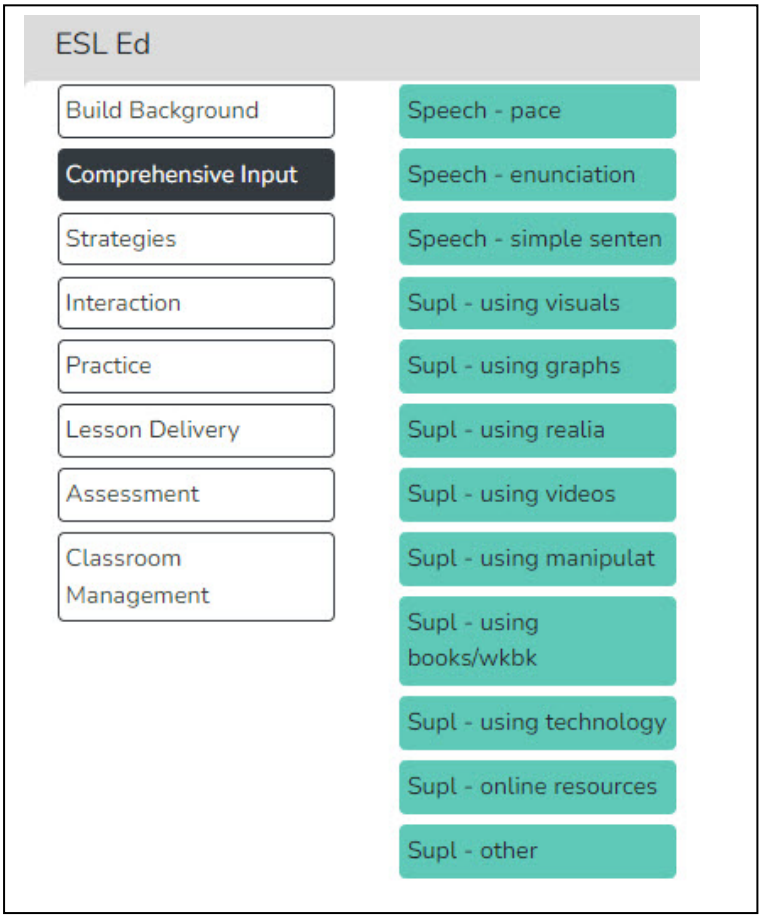




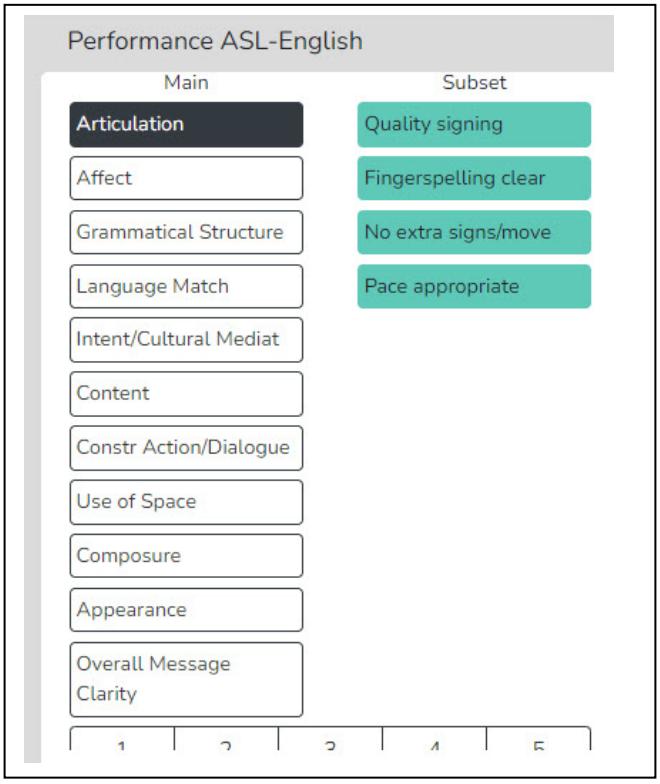
World Languages Set



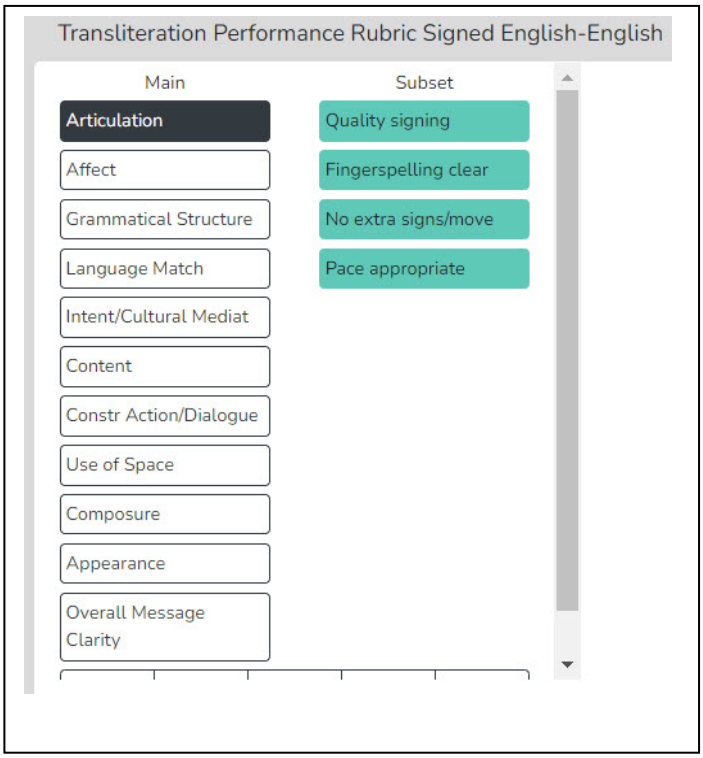
English as Second Language (ESL) Set



Signing ASL to English Set



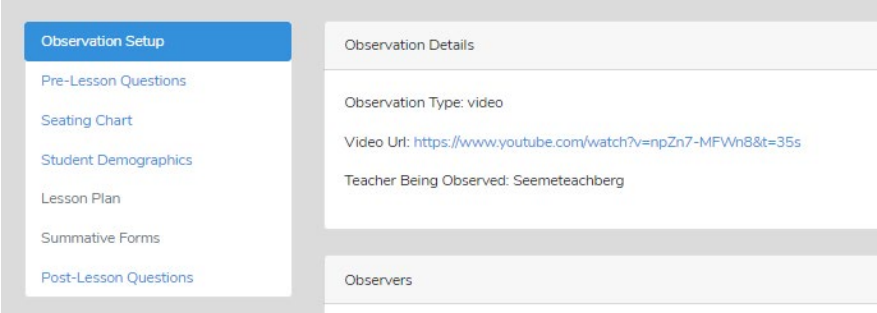
Transliteral Performance Signed English to English

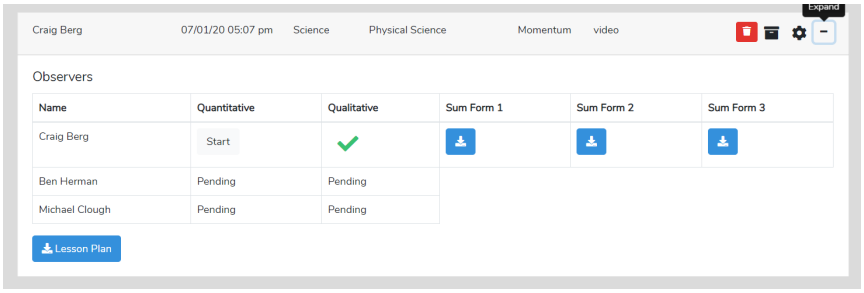


National Board Certification of Teachers

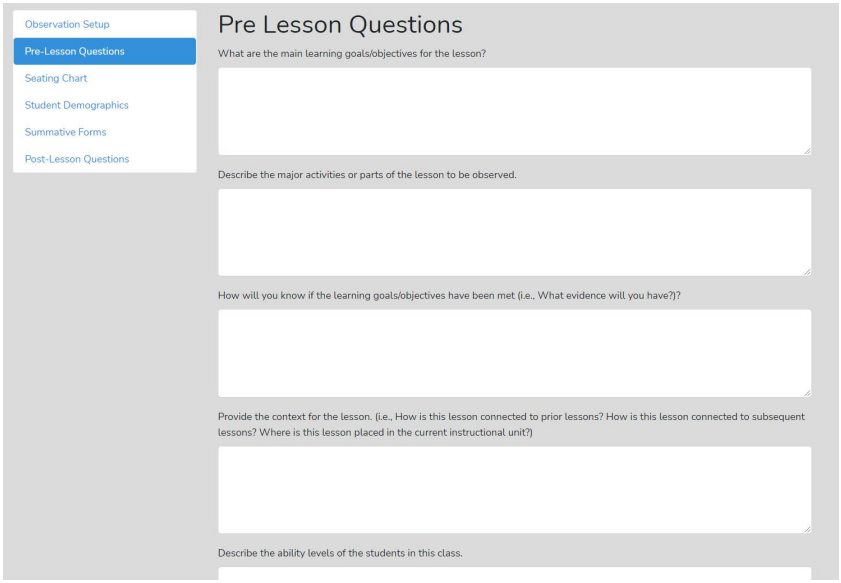
International Use – Note that for international use the buttons can be customized with categories identified by the desired language.

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*.

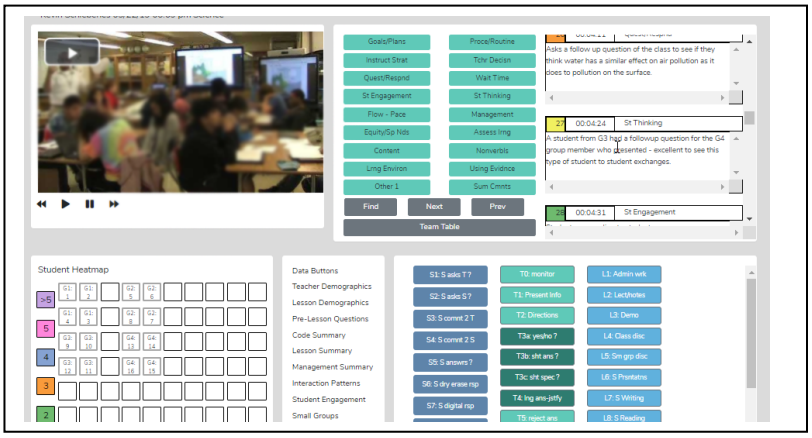




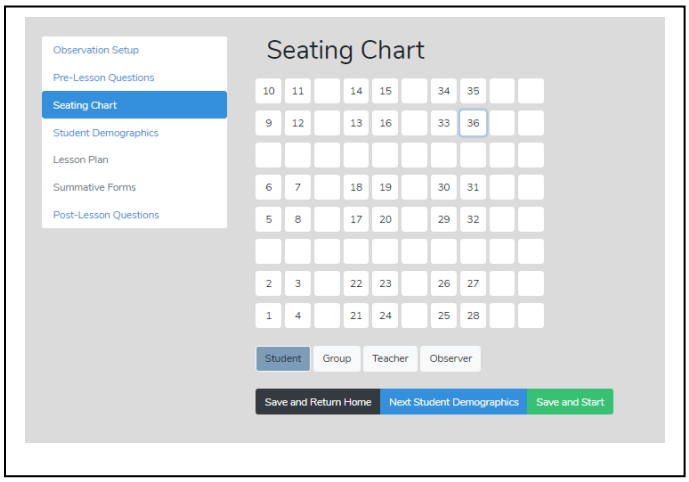
Pre-lesson Questions - To provide the observer with some context and information about the upcoming observation, the teacher can respond to the *Pre-lesson Questions,* which the observer can see via the *Dashboard*, or via the observation pages.

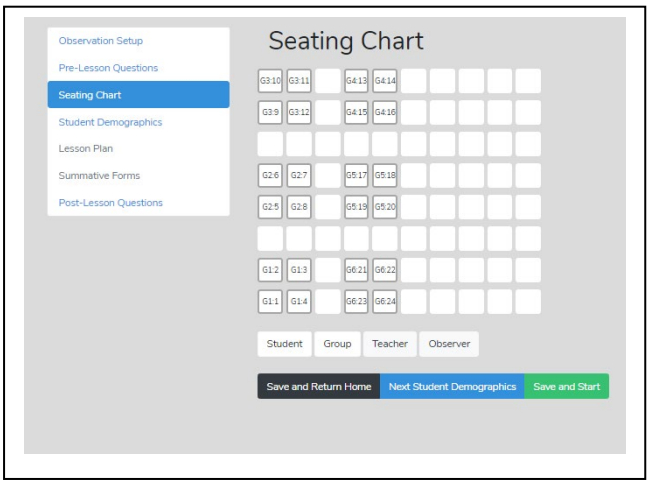


Qualitative Observation Categories and Comments - The observer, or multiple team members, provide comments, labeled by categories. There are many comment categories to choose from.

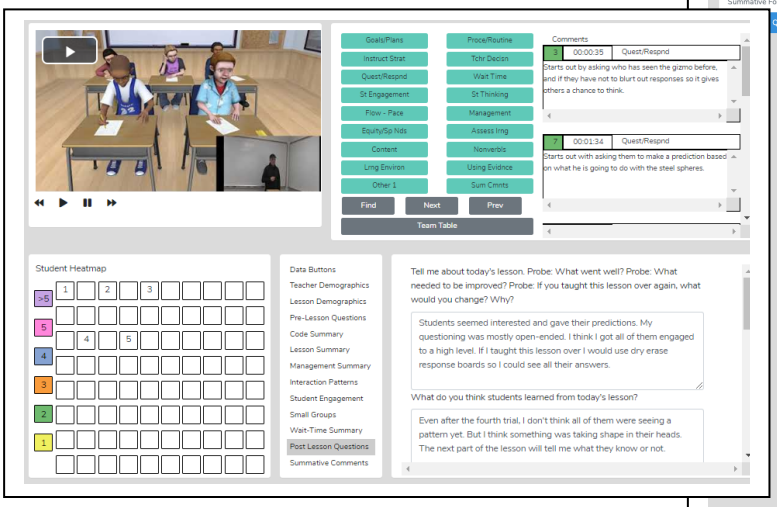


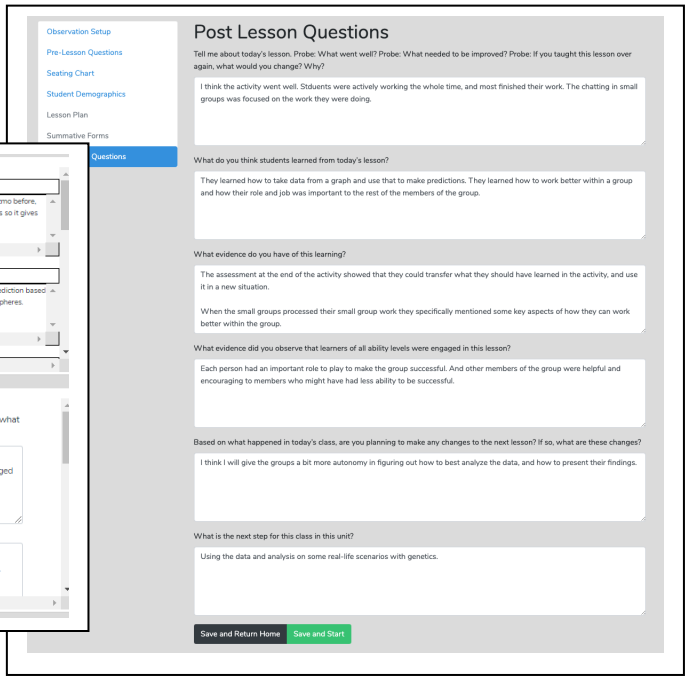
Seating Chart - The teacher or observer can create a *Seating Chart* and refer to this when making comments - showing each student and showing small group designations if desired.



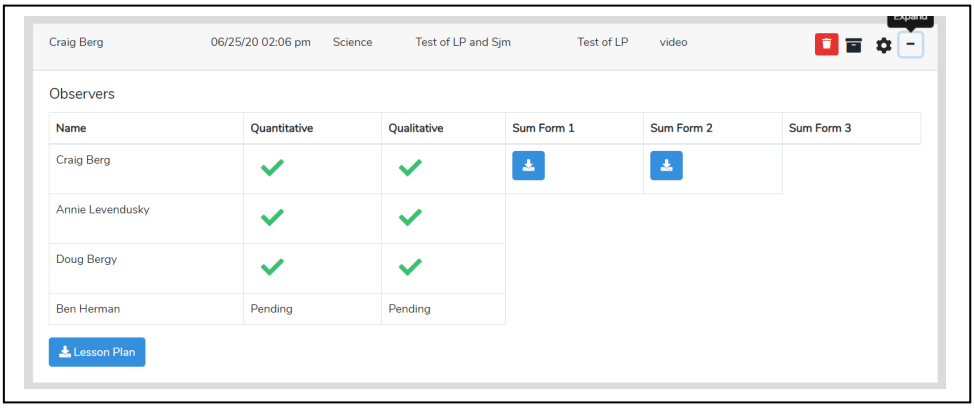


Post Lesson Questions - To stimulate reflection, post-lesson questions can be filled out or accessed via the settings or via the observation/analysis page.

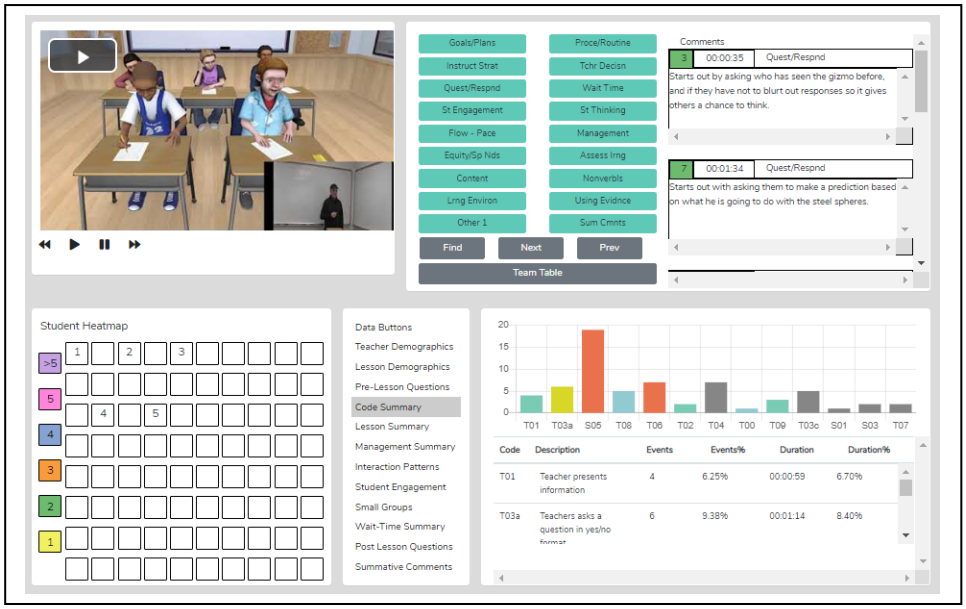




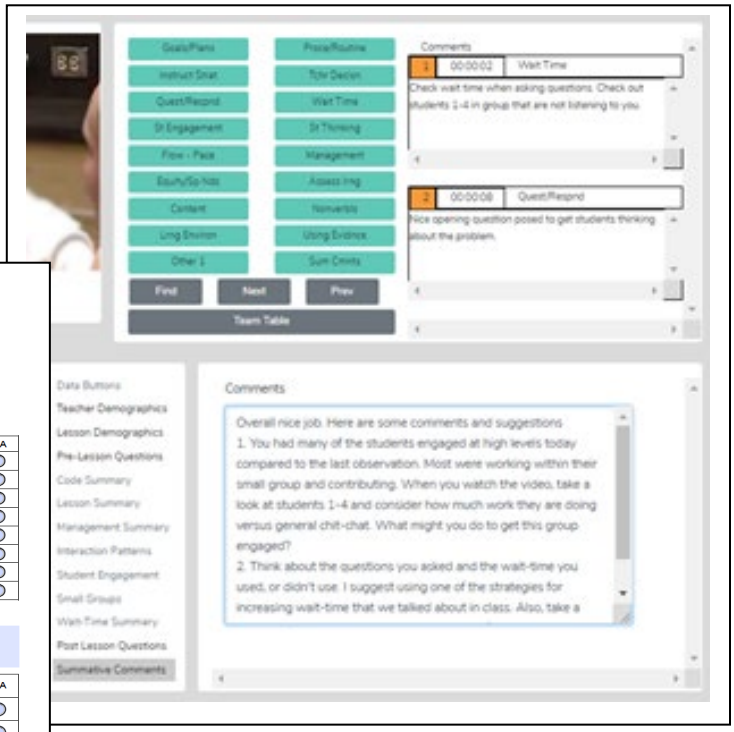
Team Table - Using this feature, a user can choose whose comments (or data/analysis) to view.

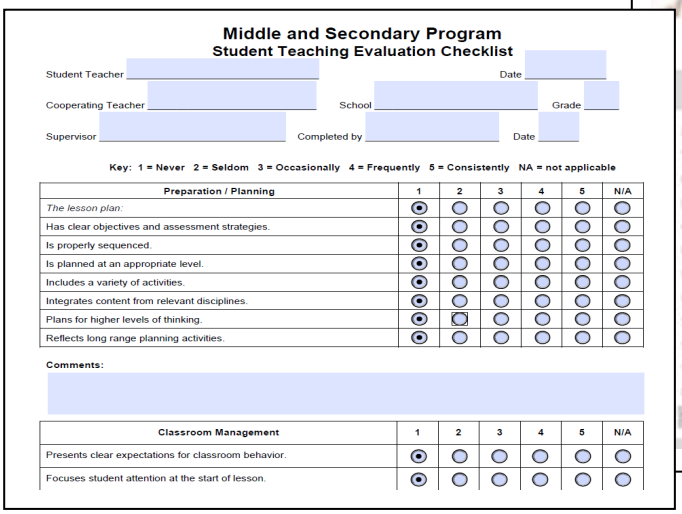


Using Data and Evidence - The observer can use data from the quantitative analysis to bolster comments made during the qualitative comments mode thereby providing feedback, recommendations, and coaching that is evidence-based.



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. An institution can incorporate their own forms and rubrics.





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
The lesson plan:	◉	○	○	○	○	○
Has clear objectives and assessment strategies.	◉	○	○	○	○	○
Is properly sequenced.	◉	○	○	○	○	○
Is planned at an appropriate level.	◉	○	○	○	○	○
Includes a variety of activities.	◉	○	○	○	○	○
Integrates content from relevant disciplines.	◉	○	○	○	○	○
Plans for higher levels of thinking.	◉	○	○	○	○	○
Reflects long range planning activities.	◉	○	○	○	○	○

Comments:

Classroom Management	1	2	3	4	5	N/A
Presents clear expectations for classroom behavior.	◉	○	○	○	○	○
Focuses student attention at the start of lesson.	◉	○	○	○	○	○

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

- When completing a taaching observation of a fieldwork student or student-teacher, post-observation, the qualitative analysis page is immediately 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.

8. Quantitative Analysis and Feedback Options

Introduction to Quantitative Analysis Mode
The SMT quantitative model allows the user collects and then analyze data related to teacher and student actions during a lesson, and 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.

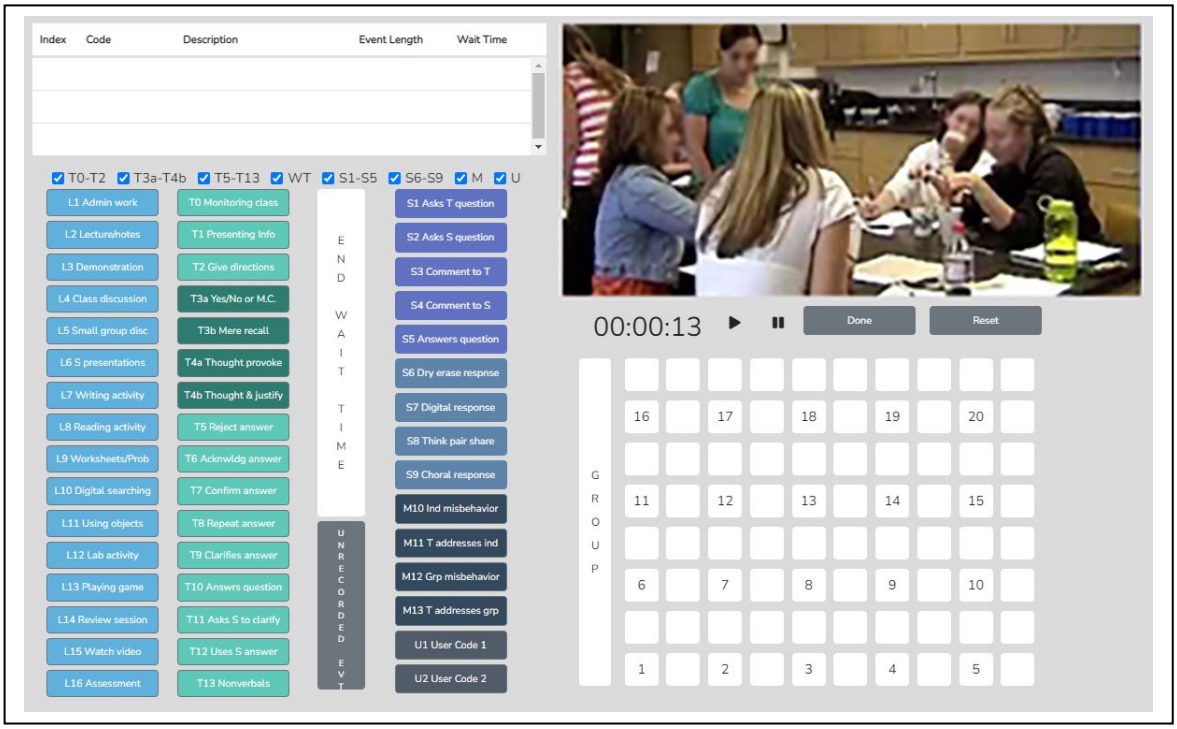
Power of Video-linked Data - When using video, the data collected is linked to the specific video segments that are representative of that data and the type of action or event by both teacher and students. When looking at the analysis screens, the observer, teacher, or team member can go directly to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

Highlights of the Qualitative Mode

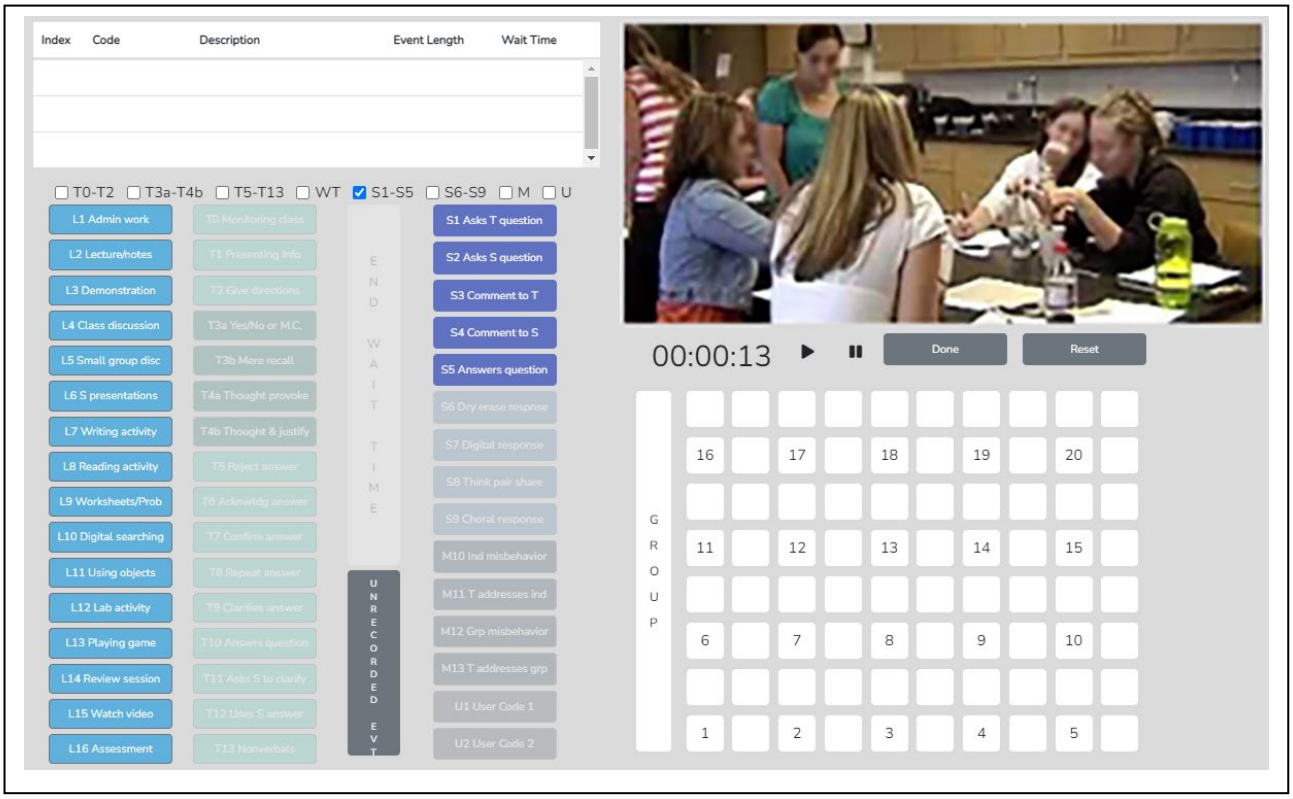
- Observations can be completed live in the classroom or by using a pre-recorded video or audio file.
- SMT collects extensive data regarding teacher and student actions that is linked to events in the classroom.
- There is an immediate post-observation analysis of data with visual representations displayed 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 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.

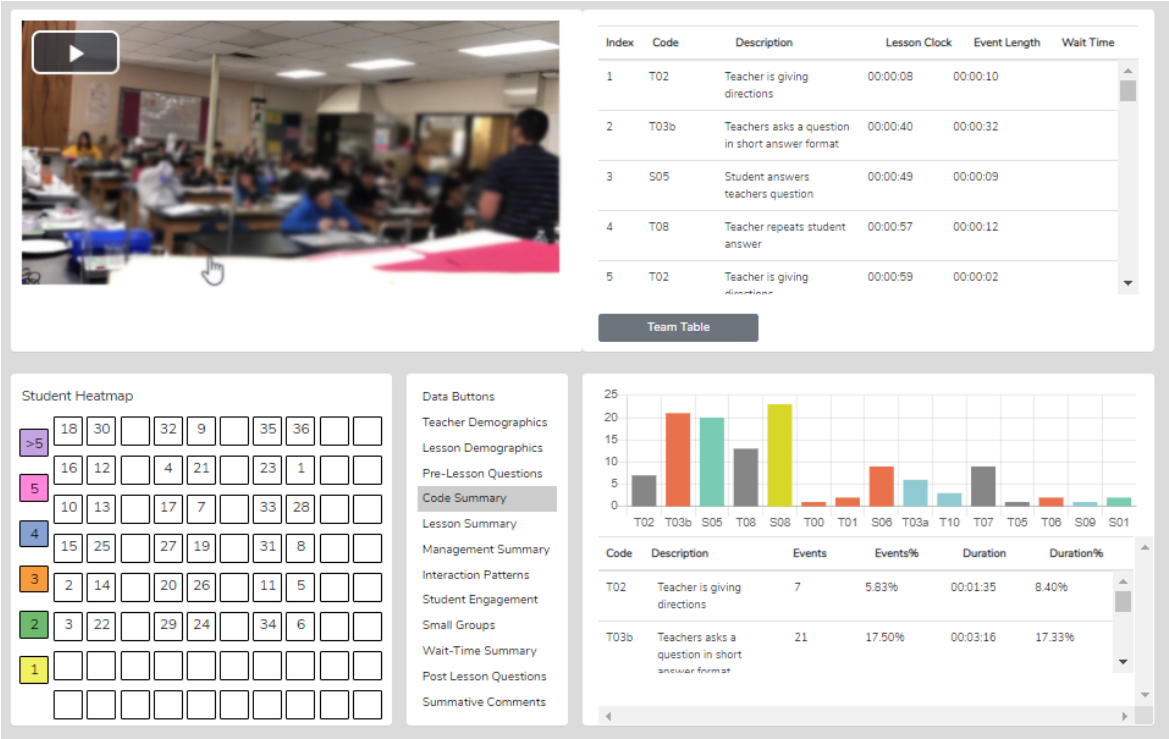


However, button sets can be toggled off for novices or for users who wish to only collect specific data as seen below making it quite easy to collect critical and important data such as student engagement. The training videos and manual scaffold the user from simple to complex data collection.



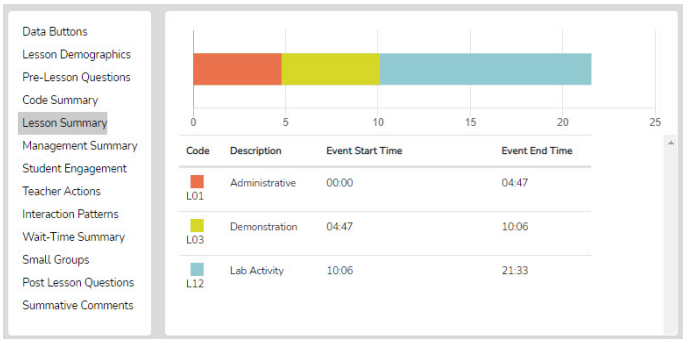
Post-Observation Data Analysis Screens

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 data serves as 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.)

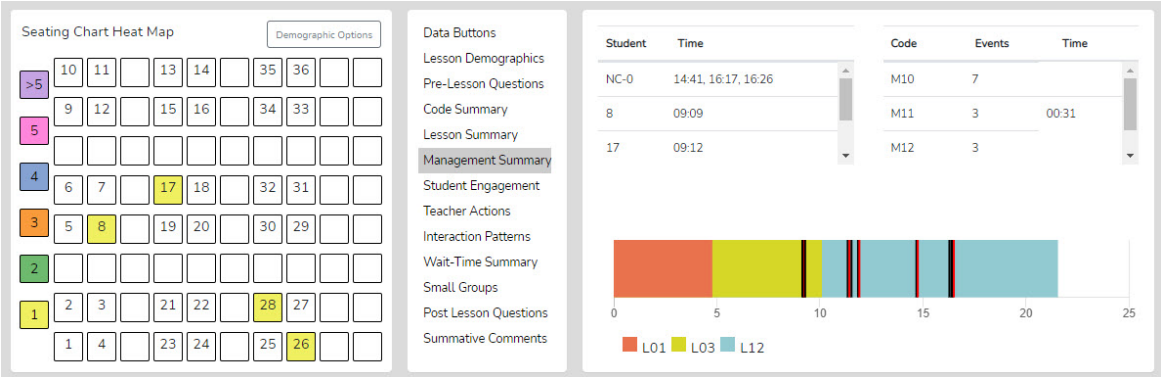
Lesson Summary – When coding a lesson, the observer notes the type of lesson in play by clicking an L button at the very start of the observation and a different L code each time the lesson type changes within the observation. As such, types of lesson segments are noted and displayed in the quantitative 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* so the user can see where misbehaviors or students' responses were present in the lesson.

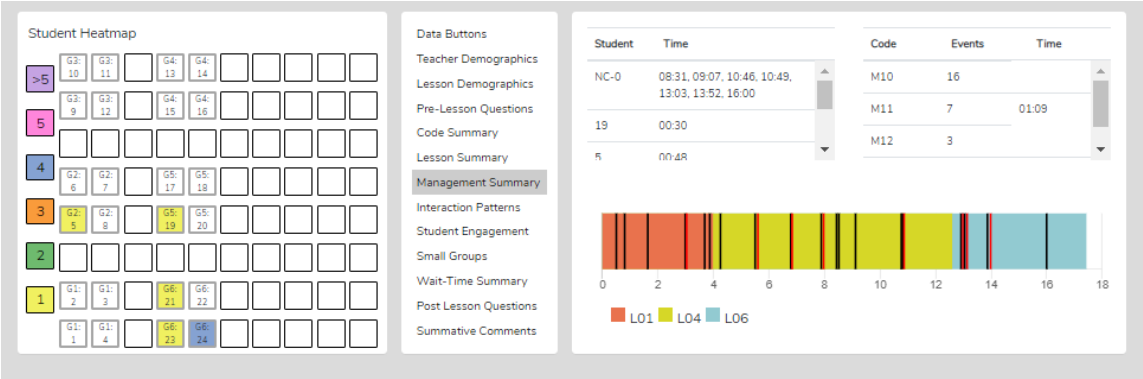


With the **Lesson Summary** information, the user can consider the following:

- 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 segment of the lesson 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 classroom management events were 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?

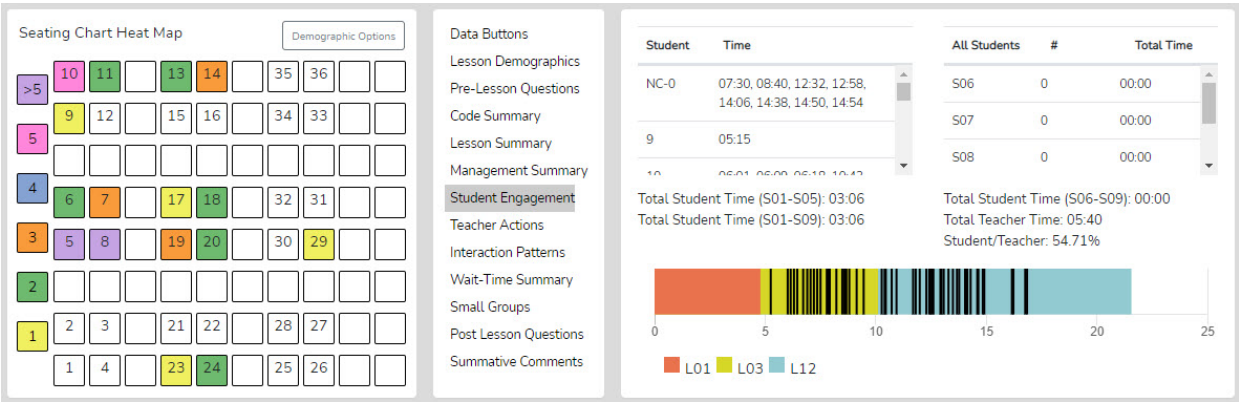
When Viewing the Management Summary:

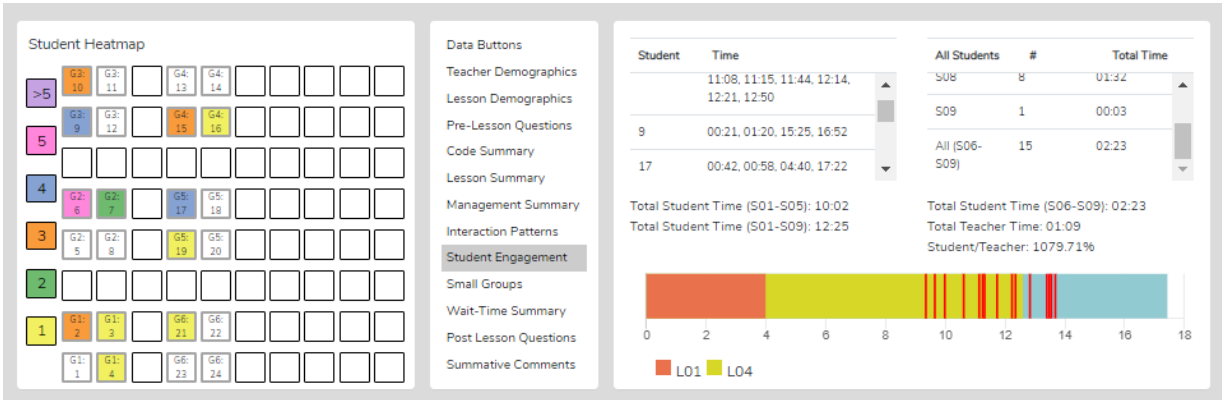
- Where in the lesson, or during which lesson type, did the management issues occur? (Vertical bars on the lesson segment timeline)
- How many management issues occurred at the start of class, end of class, or during transitions from one lesson segment to another? (Vertical bars on the lesson segment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



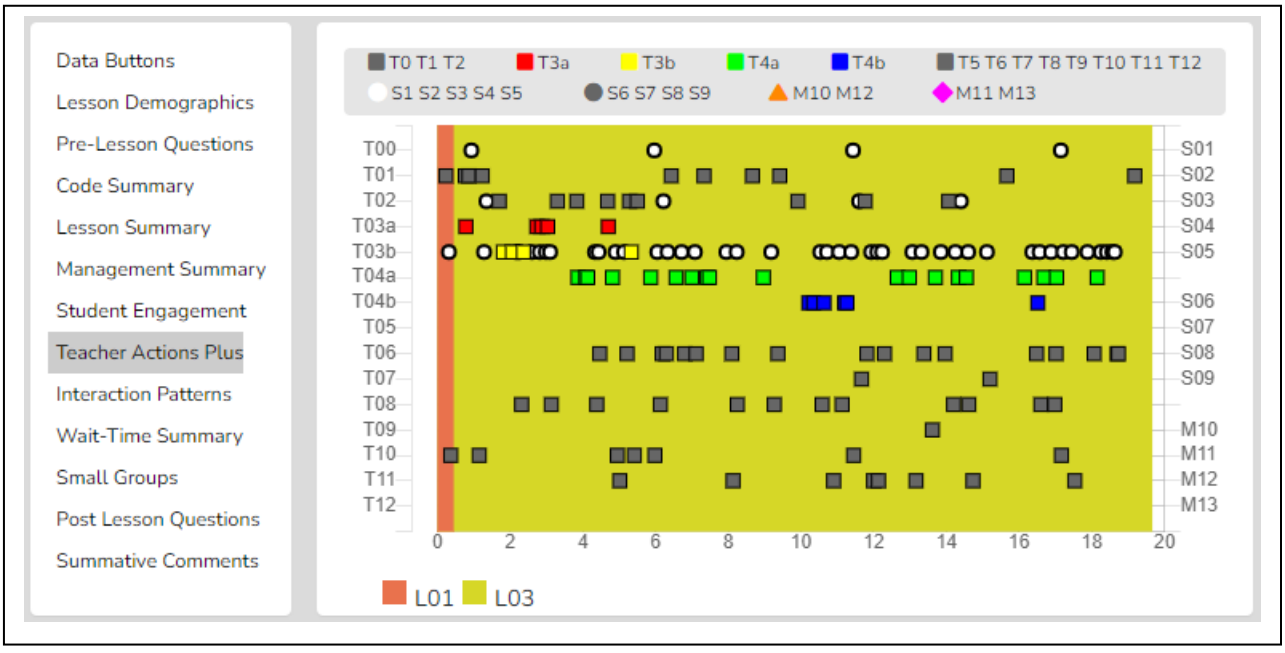


Demographic Highlighting in the Seating Chart Heat Map - In addition, if data is collected for specific students by using the student seat number before entering the S code, and the demographics were added to the seating chart, then the data can be displayed and toggled on or off by clicking on the Gender, 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.

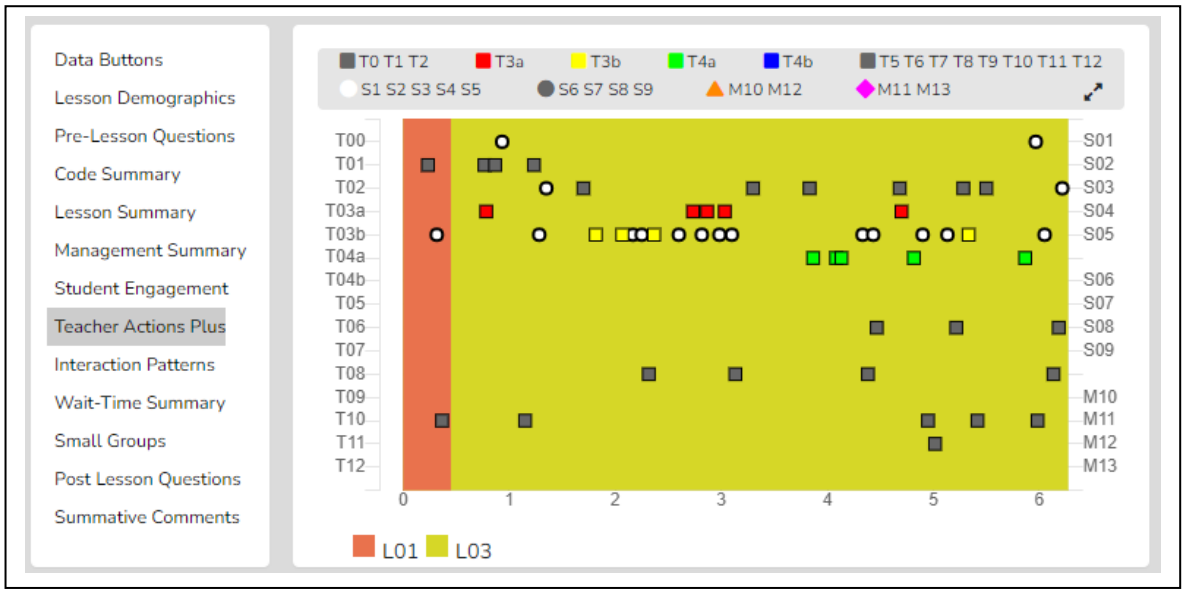
Things to Ponder Using S Codes – Student Engagement Data?

- 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.

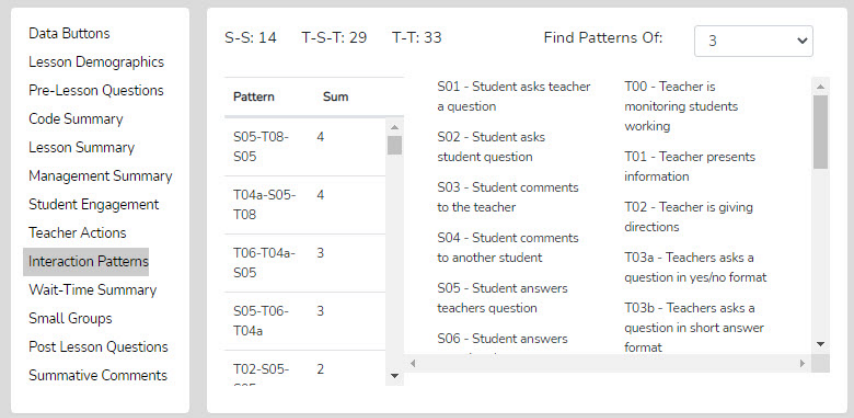


Finally, as with other data points in SMT, the user can click on any data point (symbol), and the linked video will play.

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 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 students' 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?

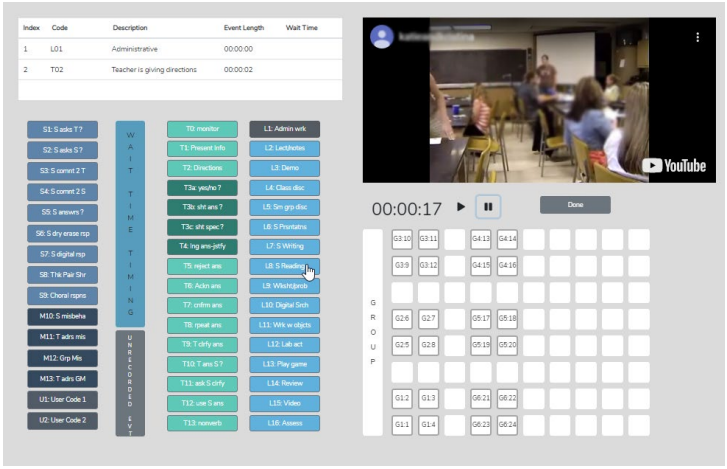
Interaction Patterns – Using all the teacher actions (T codes) and student engagement actions (S codes), the user can view the predominant patterns of interaction between the teacher and students. In addition, numbers are provided that show how often students interact with each other (S-S) versus how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

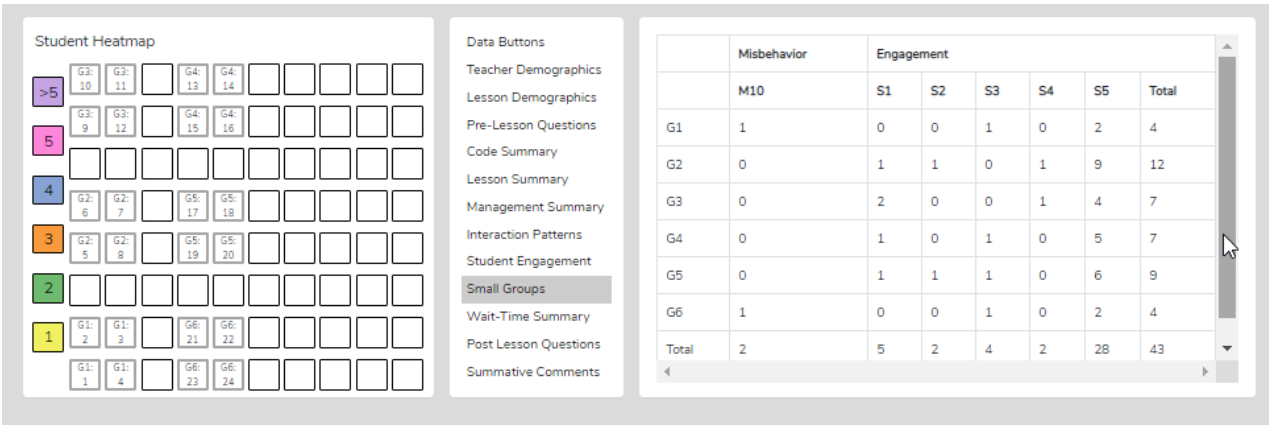


Things to Ponder About Interaction Patterns – Teacher to Student Interactions Data

- 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.





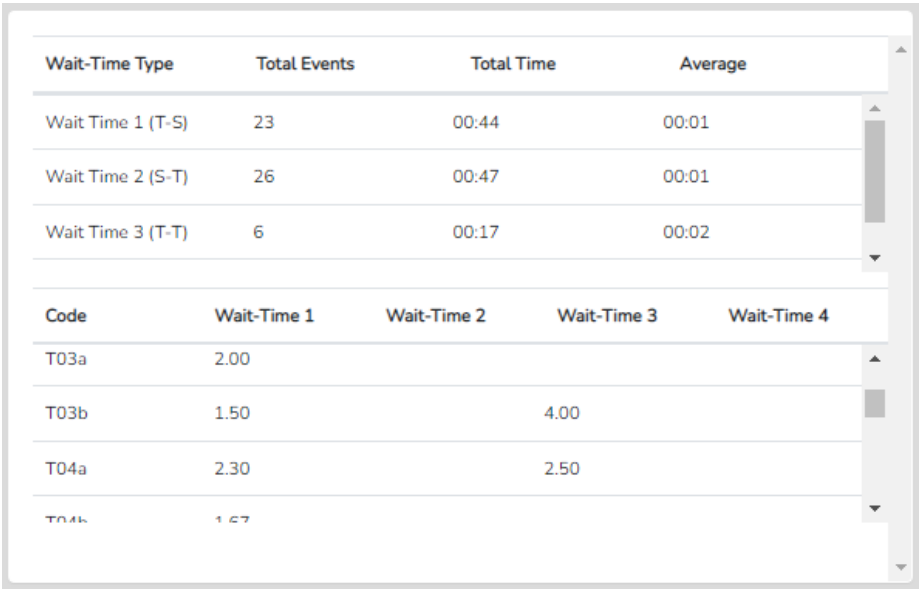
The *Group Summary* data collected in conjunction with the student seating number allows for examining group dynamics and amount and levels of S code type of interactions that reveal the impact of a lesson on student-to-student interactions. The table shows S codes and M10 event responses coming from specific groups. If the teacher and observer were wondering 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 with 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 actions. For example, the user can determine if there is more wait-time 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-S)	23	00:44	00:01
Wait Time 2 (S-T)	26	00:47	00:01
Wait Time 3 (T-T)	6	00:17	00:02

Code	Wait-Time 1	Wait-Time 2	Wait-Time 3	Wait-Time 4
T03a	2.00			
T03b	1.50		4.00	
T04a	2.30		2.50	

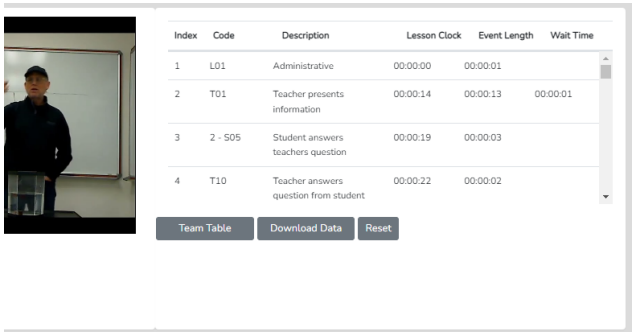
When SMT is used to collect wait time data some very high-resolution feedback can be provided to teachers.

Wait Time Category	Specific Feedback
Average Wait Time 1	"Students tend to respond very fast (2 seconds) which doesn't allow other students much time to think."
Average Wait Time 2	"After a student responded to your question, on average you waited one second before reacting. If you increase your wait time 2, other students will also offer up answers or perhaps respond to what the first student said."
Average Wait Time 3	"When you asked a question and students did not put their hands up or volunteer an answer, you waited, on average, less than 2 seconds, then changed the question or called on someone to answer it."
Feedback Pulled From Specific T and S Code Data	"Your WT for speculation-type questions was 2.5. Your WT for yes/no questions was 2.6. Higher level questions should be accompanied by more thinking time, so students have a chance to think more deeply about a response."

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.

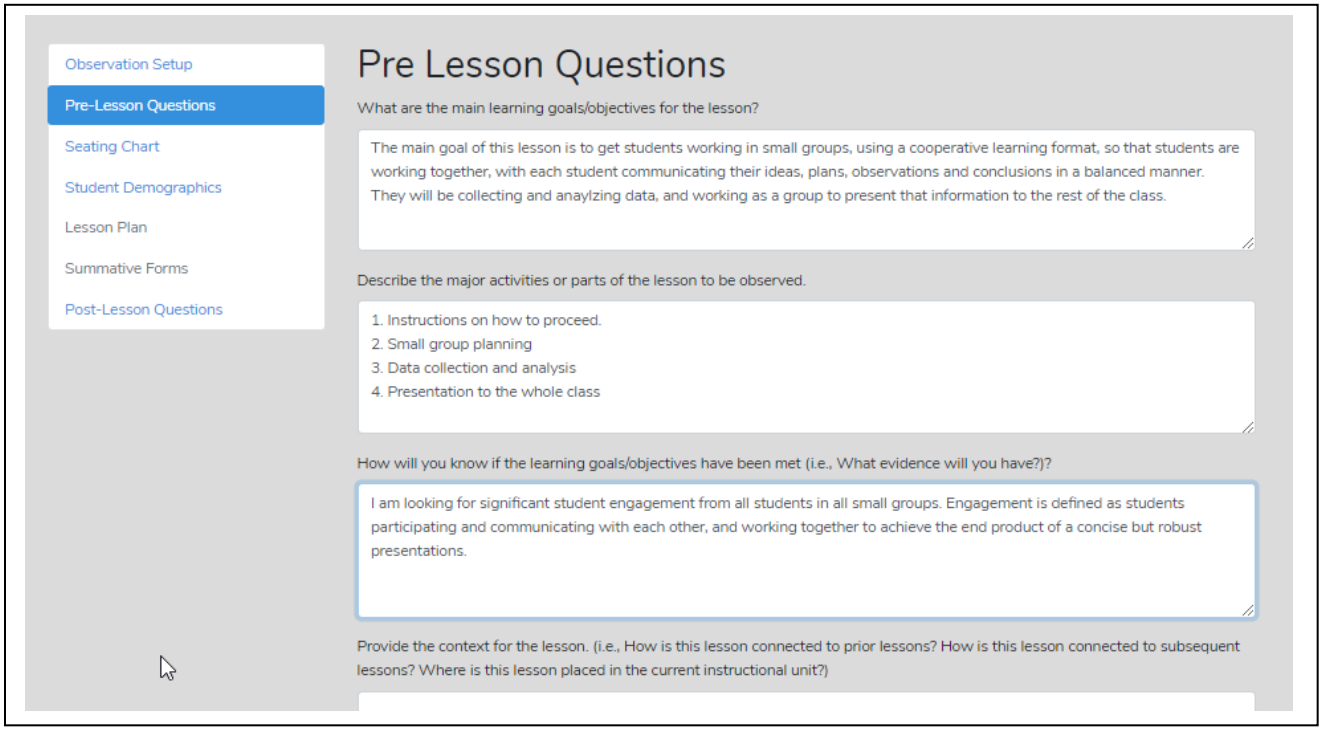


Data Buttons - The *Data Buttons feature serves as a Search and Find* function and allows the user to quickly locate linked video examples of specific T, S, M, or U events. Clicking on a button finds the first of that specific code/event in the *Running Record* window, and the linked video begins to 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 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).

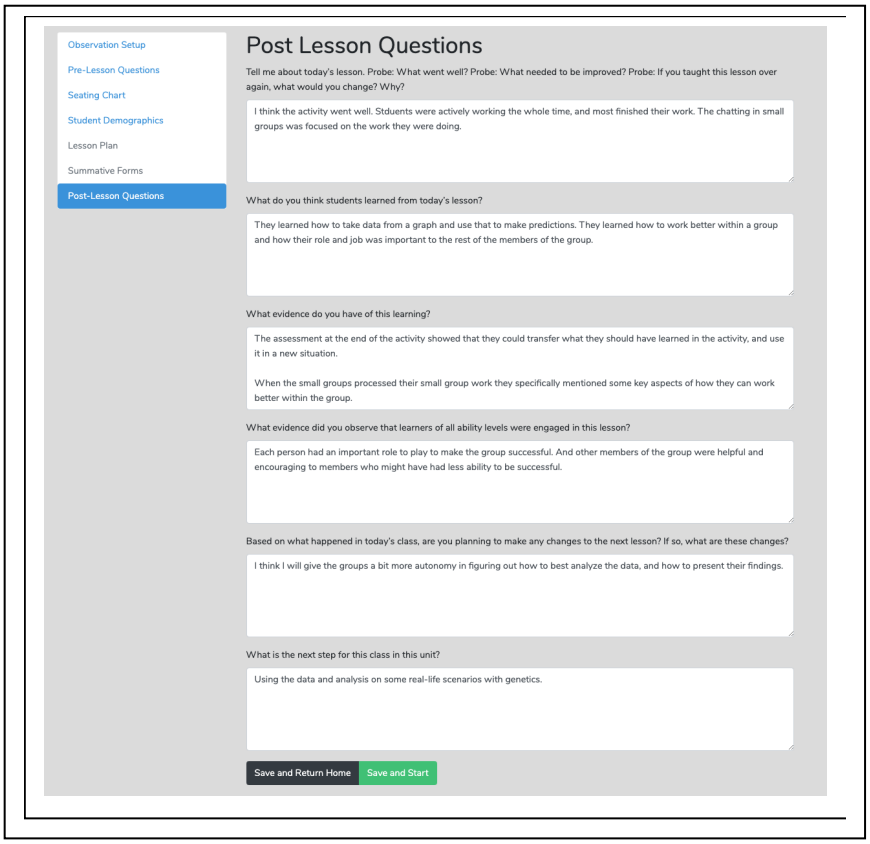
Pre-Lesson Questions – Questions posed to the teacher that will provide context to and intent of the lesson.
Pre-Lesson Questions can be accessed from both the *Settings* screen and from the *Analysis* screen.

- 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?

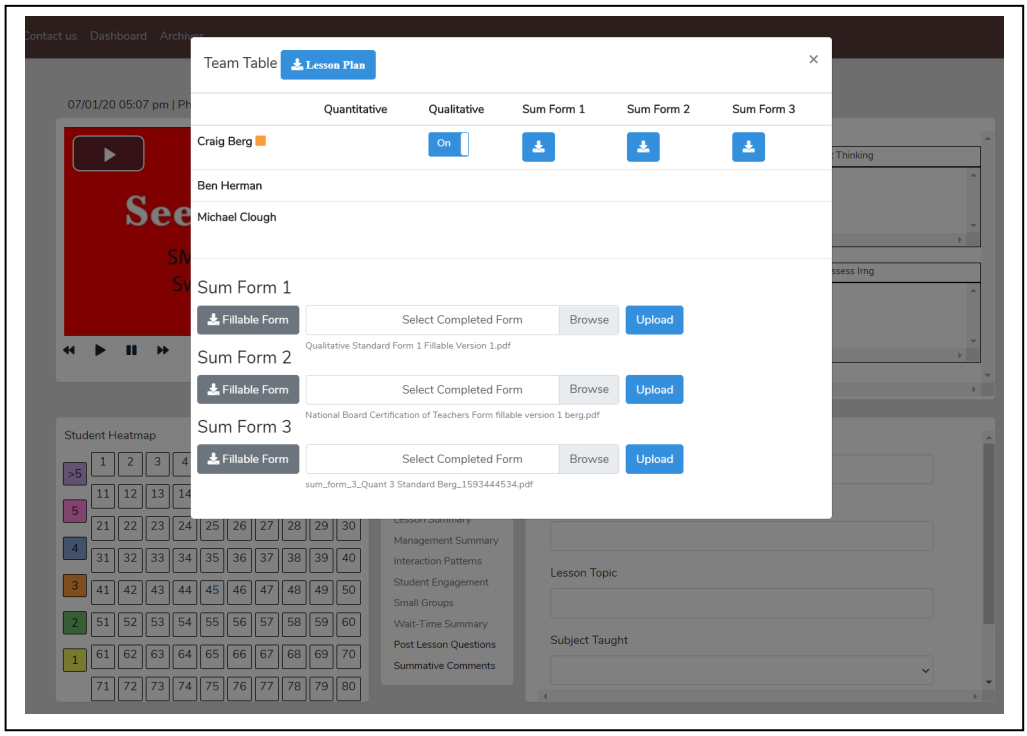


Post Lesson Questions – Questions for the teacher to respond to following the lesson and observation.
Post-Lesson Questions can be accessed from both the Settings screen and from the *Analysis* screen.

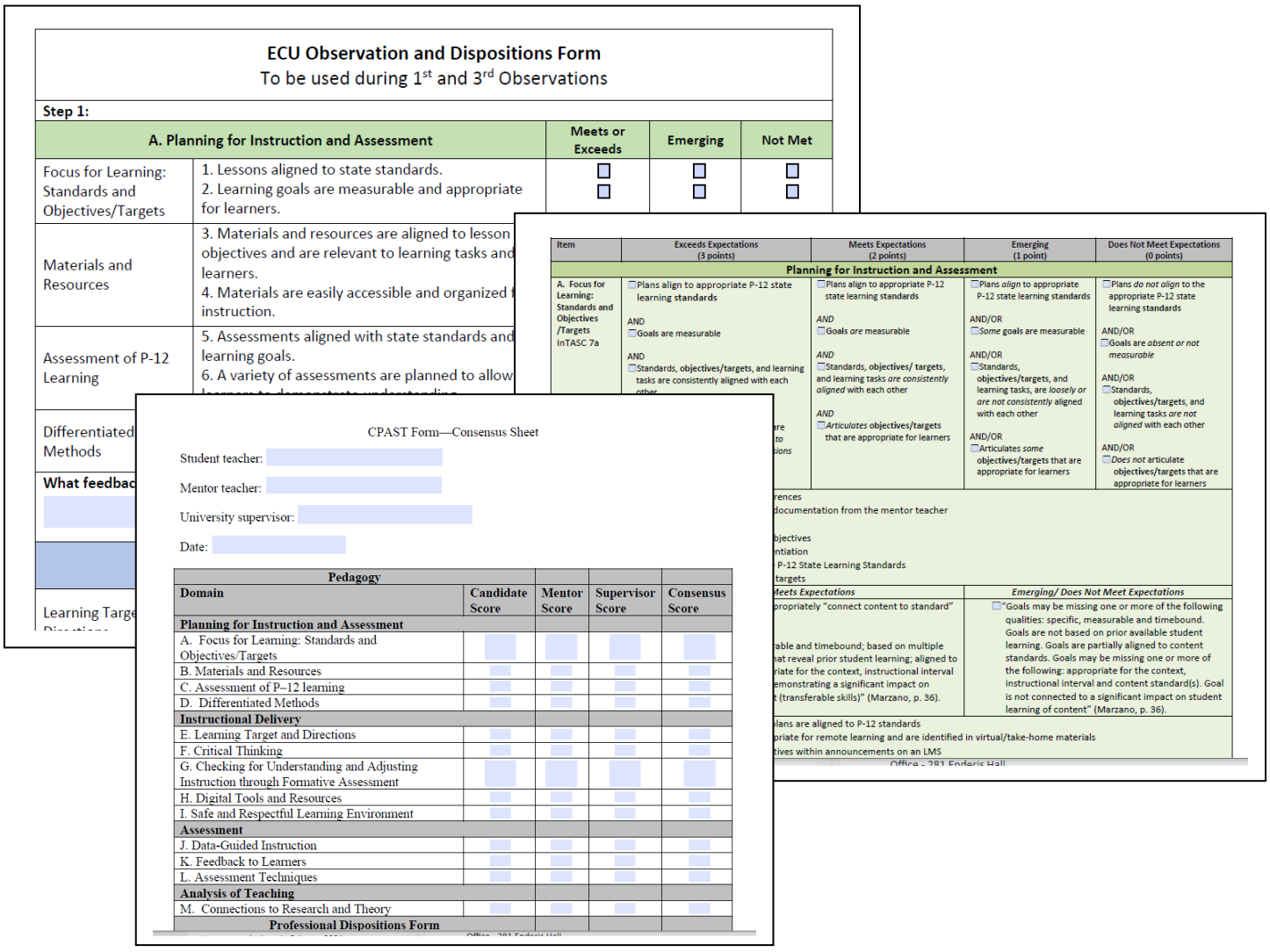
- Tell me about today's lesson. Probe: What went well? What needed to be improved? If you taught this lesson over again, what would you change? Why?
- What do you think students learned from today's lesson?
- What evidence do you have of this learning?
- What evidence did you observe that learners of 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*. Users can embed their institution's own forms and rubrics



ECU Observation and Dispositions Form
To be used during 1st and 3rd Observations

Step 1:

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.	☐ ☐	☐ ☐	☐ ☐
Materials and Resources	3. Materials and resources are aligned to lesson objectives and are relevant to learning tasks and learners. 4. Materials are easily accessible and organized f instruction.			
Assessment of P-12 Learning	5. Assessments aligned with state standards and learning goals. 6. A variety of assessments are planned to allow			
Differentiated Methods				
What feedbac				
Learning Targe				

Item	Exceeds Expectations (3 points)	Meets Expectations (2 points)	Emerging (1 point)	Does Not Meet Expectations (0 points)
Planning for Instruction and Assessment				
A. Focus for Learning: Standards and Objectives /Targets InTASC 7a	☐Plans align to appropriate P-12 state learning standards AND ☐Goals are measurable AND ☐Standards, objectives/targets, and learning tasks are consistently aligned with each other	☐Plans align to appropriate P-12 state learning standards *AND* ☐Goals *are* measurable *AND* ☐Standards, objectives/ targets, and learning tasks *are consistently aligned* with each other *AND* ☐*Articulates* objectives/targets that are appropriate for learners	☐Plans *align* to appropriate P-12 state learning standards AND/OR ☐*Some* goals are measurable AND/OR ☐Standards, objectives/targets, and learning tasks, are *loosely or are not consistently* aligned with each other AND/OR ☐Articulates *some* objectives/targets that are appropriate for learners	☐Plans *do not align* to the appropriate P-12 state learning standards AND/OR ☐Goals are *absent or not measurable* AND/OR ☐Standards, objectives/targets, and learning tasks *are not aligned* with each other AND/OR ☐*Does not* articulate objectives/targets that are appropriate for learners

documentation from the mentor teacher

P-12 State Learning Standards

Meets Expectations	*Emerging/ Does Not Meet Expectations*
propriately "connect content to standard"	☐"Goals may be missing one or more of the following qualities: specific, measurable and timebound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Goals may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content" (Marzano, p. 36).
able and timebound; based on multiple hat reveal prior student learning; aligned to riate for the context, instructional interval emonstrating a significant impact on t (transferable skills)" (Marzano, p. 36).	

lans are aligned to P-12 standards
priate for remote learning and are identified in virtual/take-home materials
tives within announcements on an LMS

Office - 281 Enderis Hall

CPAST Form—Consensus Sheet

Student teacher:

Mentor teacher:

University supervisor:

Date:

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

Professional Dispositions Form

Office - 281 Enderis Hall

9. 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, except improving one's teaching. 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. Action research and a study of one's teaching can be an integral part of a teacher's professional life. It should begin during the teacher preparation phase, becoming an expected component of a teacher's role throughout their teaching career. Improving teaching is a life-long pursuit and something that once teachers see the value of 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 affect student learning in a positive manner.

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 impact on the learner with regard to 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 there is a plethora of data and studies that link student engagement to learning. As such, 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 completing the SMT training needed to capture data.
3. Use SMT to capture and analyze data by linking the questions and corresponding data that serve as best indicators.
4. Record data on the *Data Summary Chart* and identify what indicators to use and examine as measures of change.
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 greater 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
- The Wait-Time Challenge

10. More Information

To learn more about SeeMeTeach, go to www.seemeteach.com and view the short promo video.

11. 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 a teacher education, school, or research group.

To use SMT, the user must first register by going to 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 with them on teaching observations. A single user cannot collaborate with members of a group as only designated members of the group can collaborate. However, a member of a group can still function outside of the group by also registering for SMT under a Basic Plan – Single User with an email that is different than 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 (Prices and Plans) or below in this document have FAQ's that are helpful when considering whether to register as 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 are going to 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. 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 under *Prices and Plans* and continue with the process of registering and paying.

* If not paying by credit card, the person registering for the group should be prepared with a *Purchase Order Number,* and within *Prices and Plans,* there will be a link to a page of information to fill out and fax or email to SeeMeTeach. Upon receiving the group registration request, SeeMeTeach will confirm receiving the registration/PO and confirm to the key person that their group can begin using SMT. Then SMT will email an invoice for payment. When the key person 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 an account has been established, the group administrator logs into SMT, and under their account name drop-down is a heading for *Contacts* - 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, but 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 member of the group leaves the school or the program 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 proceed with training to learn some skills for using SMT. The training begins with how to create an 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.

12. 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.

13. 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, and under *Plans and Pricing,* you will find the link for registration and payment for a school or a teacher preparation plan. The leader of the class or the 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 emails of the group members.

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 orders@seemeteach.com and let them know how many more users to add to your group account. Include the name of the institution, department, the program, the group leader or administrator's name, and the email used for the group SMT account, along with a phone number. SMT will add those additional slots to your account and invoice the administrator for the change in registration.

FAQ: In my group, I have 21 users, 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, and it should show 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 orders@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 orders@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 if 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 payments suggestions above are not feasible, then perhaps the **alternate group registration via a single-user plan** process works better. The alternative way to get a group established 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 in some instances.

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 the students enter a different course in the Spring semester with a different 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 1st semester, each user can invite whoever needs to be part of their collaborative team, 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 user of the group 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 the feedback and mentoring provided by them. Some universities secure grants and gifts from donors to cover the cost of registration 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 that covers 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 administrator of the group 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 usually be working with those students. Also, 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, then you can invite any person that you would like to include as a collaborator on observations. Keep in mind 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 the one used with your school group, then when you register for your single user account, you must use a different email address such as @gmail or @yahoo.

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 the user cancels their registration. And SMT gives plenty of notice before the new registration begins. The user or administrator will receive an email 30 days ahead of the roll-over to allow them plenty of time to cancel their registration before renewal. For schools or teacher education groups who paid for the members of the group, the renewal email is sent to the administrator who established the group. Those who registered as a Single User will also receive a 30 notice of renewal.

14. 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, 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 orders@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 orders@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 provided by them. The school might suggest that the teacher education program use SMT as an observation platform because SMT gathers a ton of data used 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 that covers 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 the user cancels their registration. And SMT gives plenty of notice before the new registration begins. The user or administrator will receive an email 30 days ahead of the roll-over to allow them plenty of time to cancel their registration prior to 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 take place. 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.

15. 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 change to their teaching and collects data to compare with the baseline data looking at critical indicators of change and effective instruction.

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

SMT and edTPA – 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. How SMT can form the core of a graduate class on teacher observation, feedback and coaching.

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

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.

16. Terms of Service

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 ® before any such intended use. The definition of the use of SMT includes:

* any work related to consulting or as a grant evaluator.
* any teacher or future teacher-related observation.
* any evaluation provided to a teacher, school, district, school board, university, or any teacher preparation program (formal or informal) while serving as a consultant or independent contractor.

In other words, you may not make money by using SeeMeTeach ® in any manner without first procuring a written agreement and a licensing agreement between SeeMeTeach ® and yourself/your company.