

SeeMeTeach

Observation App Overview

SeeMeTeach®

An evidence-centered platform for seeing teaching more clearly.

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Seeing Teaching More Clearly

SeeMeTeach (SMT) is a teacher-observation and professional-growth platform designed to move observation beyond general impressions and toward evidence that teachers, observers, coaches, and teacher educators can examine together. Rather than beginning with an evaluator's conclusion, SMT emphasizes collecting and offering high-resolution, low-inference classroom evidence that makes important patterns of teaching and learning more visible.

SMT provides two complementary ways to observe a lesson. In the Comments Mode, observers can create time-stamped, categorized comments; connect comments to students or groups through a seating chart; collaborate with other members of an observation team; and, when video is used, link feedback directly to the classroom event being discussed. The Data Collection/Analysis Mode adds quantitative evidence about teacher and student actions, student engagement, interaction patterns, classroom management, lesson segments, small-group activity, and wait time. The data can be displayed through timelines, tables, graphs, seating-chart heat maps, and other visual summaries, with data points linked back to video when video is available.

Together, these two modes help users move from simply describing what happened to examining when, where, how often, and in what sequence important classroom events occurred. SMT can reveal patterns that are difficult to capture through traditional observation notes alone: who participates, the kinds of questions a teacher asks, how the teacher responds to student thinking, how long students are given to think, where engagement or management events occur, and how teacher and student actions interact across a lesson.

The purpose is not data collection for its own sake. The evidence is intended to strengthen reflection, feedback, coaching, and instructional decision-making. Teachers can compare the evidence with their intentions for a lesson, identify recurring habits and tendencies, and decide what they want to preserve or change. In this way, SeeMeTeach helps educators identify and refine a lesson's instructional footprint and the teaching fingerprint that emerges across lessons.

This overview introduces the major features of both SMT observation modes and illustrates the kinds of evidence and analysis available to users. The examples that follow show how classroom evidence can become a common reference point for teachers and observers—supporting more focused conversations, more meaningful self-reflection, and more precise decisions about professional growth.

Better evidence → deeper reflection → more precise coaching → intentional professional growth

Powerful Features of the Comments Mode and Data Collection/Analysis Mode

With Instant Visualizations and Video-Linked Feedback

The screenshot displays the SEEMETEACH interface with several key components:

- Video Window:** A live video feed of a classroom with students at desks.
- Timeline of Comments:** A horizontal timeline showing comment events with colored markers.
- Seating Chart Heat Map:** A grid representing student seating with colored cells indicating engagement or misbehavior.
- Comment Buttons:** A list of buttons for adding comments, such as 'Lesson Goals or Plans', 'Instructional Strategy', and 'Student Engagement'.
- Comments Panel:** A list of comments from observers, including one about an independent activity.
- Data Analysis Options:** A sidebar with buttons for 'Lesson Demographics', 'Pre-Lesson Questions', 'Code Summary', 'Lesson Summary', 'Management Summary', 'Student Engagement', 'Teacher Actions Plan', 'Instruction Patterns', 'Walk Time Summary', 'Small Groups', 'Post-Lesson Questions', and 'Summative Comments'.
- Data Timeline:** A horizontal bar chart showing individual student events (black bars) and group events (red bars) over time.

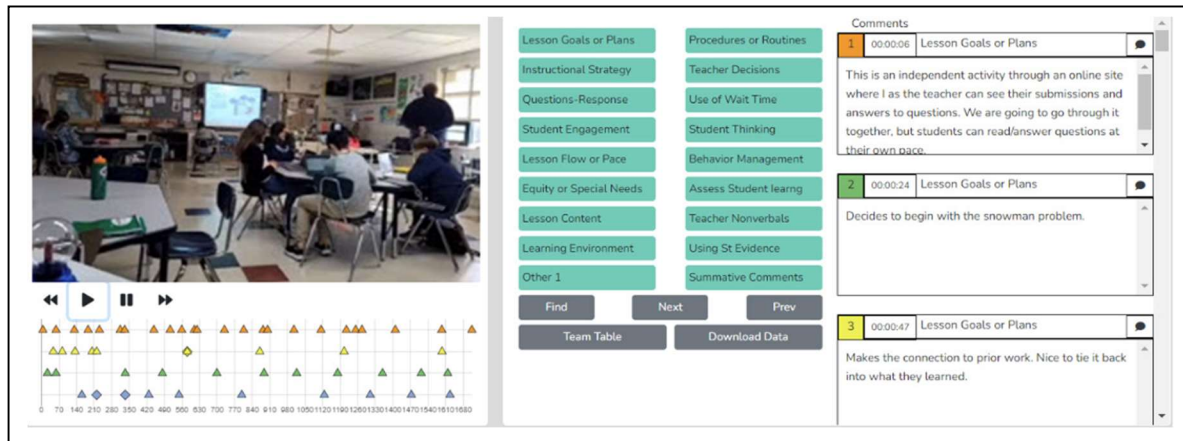
Annotations and descriptions for the interface features:

- Video Window -** observation can be completed via video, live virtual, live in person, or from audio.
- 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.
- Seating Chart Heat Map -** shows extent of student engagement or misbehaviors for each student or group of students.
- 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.
- Respond to a comment -** User can react, respond, or add on to a comment.
- 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.

YOU CAN'T COACH WHAT YOU DON'T SEE

Identify and refine the instructional footprint and the teaching fingerprint using high-resolution, low-inference classroom evidence for reflection, feedback, coaching, and professional growth.

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 who 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 upload and use their own personalized forms.
- 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 – You can choose from many button sets when setting up a qualitative observation, or create your own custom button set.

The screenshot shows a 'Start Qualitative Observation' dialog box with a close button (X) in the top right corner. Below the title, there is a 'Category' section with four radio buttons: 'Standard' (selected), 'Dan Draft', 'SPED 1', and 'SPED 2'. Two panels are visible, each showing a grid of buttons for qualitative observation categories.

SPED 1 Panel:

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

Standard Panel:

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 learning
Lesson Content	Teacher Nonverbals
Learning Environment	Using St Evidence
Other 1	Summative Comments

Custom Button Sets for an Institution or for International Use – A new feature lets users create a custom comment button set that meets the needs of the institution, business, or organization and can be easily customized with categories identified in the desired language for international use.

The screenshot shows a custom button set for international use, displaying buttons in Spanish. The buttons are arranged in two columns.

Metas/Planes	Procedimientos
Estrategia Instr.	Decisiones Docente
Preguntas/Respuestas	Tiempo de Espera
Participación Est.	Pensamiento Est.
Ritmo de la Clase	Manejo del Comport.
Equidad/Nec. Esp.	Eval. del Aprendizaje
Contenido	Comunicación No Verbal
Ambiente de Aprendizaje	Uso de Evidencia
Otro	Comentarios Finales



◀ ▶ ⏮ ⏭

00:00:00 00:00:05 00:00:10 00:00:15 00:00:20 00:00:25 00:00:30 00:00:35 00:00:40 00:00:45 00:00:50 00:00:55 00:01:00 00:01:05 00:01:10 00:01:15 00:01:20 00:01:25 00:01:30 00:01:35 00:01:40 00:01:45 00:01:50 00:01:55 00:02:00 00:02:05 00:02:10 00:02:15 00:02:20 00:02:25 00:02:30 00:02:35 00:02:40 00:02:45 00:02:50 00:02:55 00:03:00 00:03:05 00:03:10 00:03:15 00:03:20 00:03:25 00:03:30 00:03:35 00:03:40 00:03:45 00:03:50 00:03:55 00:04:00 00:04:05 00:04:10 00:04:15 00:04:20 00:04:25 00:04:30 00:04:35 00:04:40 00:04:45 00:04:50 00:04:55 00:05:00 00:05:05 00:05:10 00:05:15 00:05:20 00:05:25 00:05:30 00:05:35 00:05:40 00:05:45 00:05:50 00:05:55 00:06:00 00:06:05 00:06:10 00:06:15 00:06:20 00:06:25 00:06:30 00:06:35 00:06:40 00:06:45 00:06:50 00:06:55 00:07:00 00:07:05 00:07:10 00:07:15 00:07:20 00:07:25 00:07:30 00:07:35 00:07:40 00:07:45 00:07:50 00:07:55 00:08:00 00:08:05 00:08:10 00:08:15 00:08:20 00:08:25 00:08:30 00:08:35 00:08:40 00:08:45 00:08:50 00:08:55 00:09:00 00:09:05 00:09:10 00:09:15 00:09:20 00:09:25 00:09:30 00:09:35 00:09:40 00:09:45 00:09:50 00:09:55 00:10:00 00:10:05 00:10:10 00:10:15 00:10:20 00:10:25 00:10:30 00:10:35 00:10:40 00:10:45 00:10:50 00:10:55 00:11:00 00:11:05 00:11:10 00:11:15 00:11:20 00:11:25 00:11:30 00:11:35 00:11:40 00:11:45 00:11:50 00:11:55 00:12:00 00:12:05 00:12:10 00:12:15 00:12:20 00:12:25 00:12:30 00:12:35 00:12:40 00:12:45 00:12:50 00:12:55 00:13:00 00:13:05 00:13:10 00:13:15 00:13:20 00:13:25 00:13:30 00:13:35 00:13:40 00:13:45 00:13:50 00:13:55 00:14:00 00:14:05 00:14:10 00:14:15 00:14:20 00:14:25 00:14:30 00:14:35 00:14:40 00:14:45 00:14:50 00:14:55 00:15:00 00:15:05 00:15:10 00:15:15 00:15:20 00:15:25 00:15:30 00:15:35 00:15:40 00:15:45 00:15:50 00:15:55 00:16:00 00:16:05 00:16:10 00:16:15 00:16:20 00:16:25 00:16:30 00:16:35 00:16:40 00:16:45 00:16:50 00:16:55 00:17:00 00:17:05 00:17:10 00:17:15 00:17:20 00:17:25 00:17:30 00:17:35 00:17:40 00:17:45 00:17:50 00:17:55 00:18:00 00:18:05 00:18:10 00:18:15 00:18:20 00:18:25 00:18:30 00:18:35 00:18:40 00:18:45 00:18:50 00:18:55 00:19:00 00:19:05 00:19:10 00:19:15 00:19:20 00:19:25 00:19:30 00:19:35 00:19:40 00:19:45 00:19:50 00:19:55 00:20:00 00:20:05 00:20:10 00:20:15 00:20:20 00:20:25 00:20:30 00:20:35 00:20:40 00:20:45 00:20:50 00:20:55 00:21:00 00:21:05 00:21:10 00:21:15 00:21:20 00:21:25 00:21:30 00:21:35 00:21:40 00:21:45 00:21:50 00:21:55 00:22:00 00:22:05 00:22:10 00:22:15 00:22:20 00:22:25 00:22:30 00:22:35 00:22:40 00:22:45 00:22:50 00:22:55 00:23:00 00:23:05 00:23:10 00:23:15 00:23:20 00:23:25 00:23:30 00:23:35 00:23:40 00:23:45 00:23:50 00:23:55 00:24:00 00:24:05 00:24:10 00:24:15 00:24:20 00:24:25 00:24:30 00:24:35 00:24:40 00:24:45 00:24:50 00:24:55 00:25:00 00:25:05 00:25:10 00:25:15 00:25:20 00:25:25 00:25:30 00:25:35 00:25:40 00:25:45 00:25:50 00:25:55 00:26:00 00:26:05 00:26:10 00:26:15 00:26:20 00:26:25 00:26:30 00:26:35 00:26:40 00:26:45 00:26:50 00:26:55 00:27:00 00:27:05 00:27:10 00:27:15 00:27:20 00:27:25 00:27:30 00:27:35 00:27:40 00:27:45 00:27:50 00:27:55 00:28:00 00:28:05 00:28:10 00:28:15 00:28:20 00:28:25 00:28:30 00:28:35 00:28:40 00:28:45 00:28:50 00:28:55 00:29:00 00:29:05 00:29:10 00:29:15 00:29:20 00:29:25 00:29:30 00:29:35 00:29:40 00:29:45 00:29:50 00:29:55 00:30:00 00:30:05 00:30:10 00:30:15 00:30:20 00:30:25 00:30:30 00:30:35 00:30:40 00:30:45 00:30:50 00:30:55 00:31:00 00:31:05 00:31:10 00:31:15 00:31:20 00:31:25 00:31:30 00:31:35 00:31:40 00:31:45 00:31:50 00:31:55 00:32:00 00:32:05 00:32:10 00:32:15 00:32:20 00:32:25 00:32:30 00:32:35 00:32:40 00:32:45 00:32:50 00:32:55 00:33:00 00:33:05 00:33:10 00:33:15 00:33:20 00:33:25 00:33:30 00:33:35 00:33:40 00:33:45 00:33:50 00:33:55 00:34:00 00:34:05 00:34:10 00:34:15 00:34:20 00:34:25 00:34:30 00:34:35 00:34:40 00:34:45 00:34:50 00:34:55 00:35:00 00:35:05 00:35:10 00:35:15 00:35:20 00:35:25 00:35:30 00:35:35 00:35:40 00:35:45 00:35:50 00:35:55 00:36:00 00:36:05 00:36:10 00:36:15 00:36:20 00:36:25 00:36:30 00:36:35 00:36:40 00:36:45 00:36:50 00:36:55 00:37:00 00:3

Features Common to Both Modes

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

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

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

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

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

Team Table - A user can choose whose comments (or data/analysis) to view using this feature.

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 its 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.	☐	☐	☐	☐	☐	☐

The screenshot displays a software interface for observation. On the left, a vertical menu lists several tabs: Data Entry, Teacher Demographics, Lesson Demographics, Pre-Lesson Questions, Class Summary, Lesson Summary, Management Summary, Interaction Patterns, Student Engagement, Small Groups, Wait Time Summary, Post-Lesson Questions, and Summative Comments. The main area is divided into two panels. The top panel, titled 'Team Table', contains two columns of buttons: 'Team Table' and 'Pre-Lesson Questions' on the left, and 'Wait Time' and 'Post-Lesson Questions' on the right. Below these are buttons for 'Find', 'Next', and 'Previous'. The bottom panel, titled 'Comments', shows a list of comments with timestamps and user names. The first comment is dated 00:00:01 and is from 'Web Time'. The second comment is dated 00:00:08 and is from 'Summative Comments'. The comments are displayed in a scrollable list.

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

- When completing a teaching 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, and add their 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 the teacher's. A conversation then follows this whole process. When using video, comments link to the video, making it easy to locate any part of the observation and showcase the events being discussed, 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.

Quantitative Analysis Mode and Feedback Options

Introduction to Quantitative Analysis Mode

The SMT quantitative model allows users to collect and 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. The raw data is displayed, time-coded, and linked to events as they occur 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 the benefits of using quantitative data during the feedback and coaching process.

Power of Video-linked Data - When using video, the data collected is linked to specific video segments that represent the data and the type of action or event by both the teacher and students. On 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.

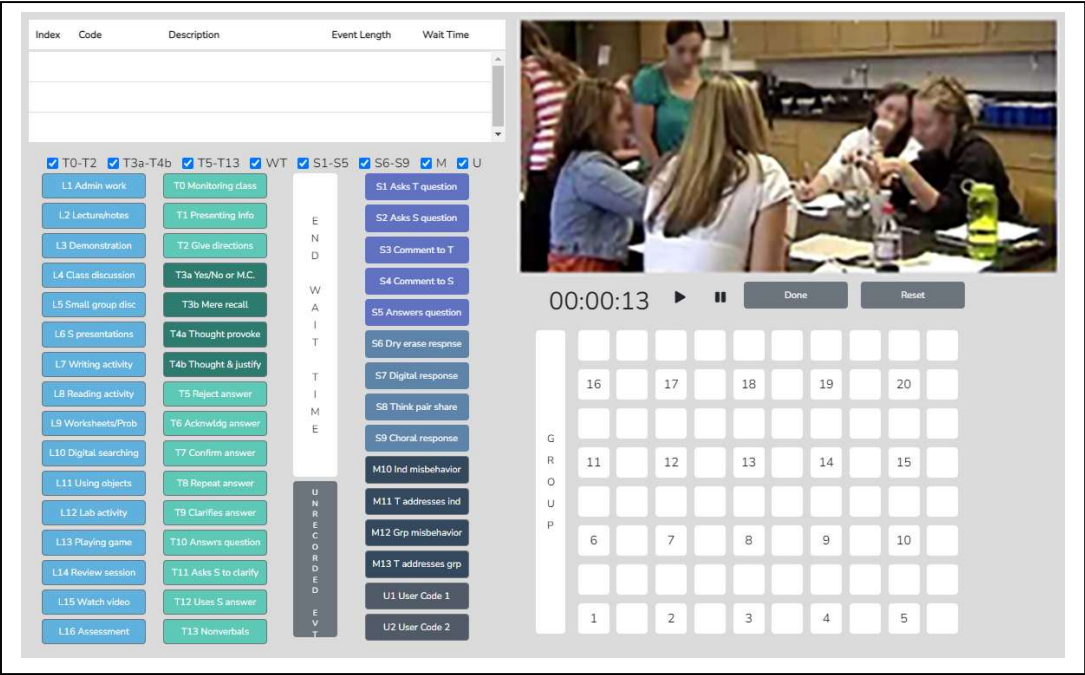
Highlights of the Qualitative Mode

Observations can be completed live in the classroom or by using a pre-recorded video or audio file.

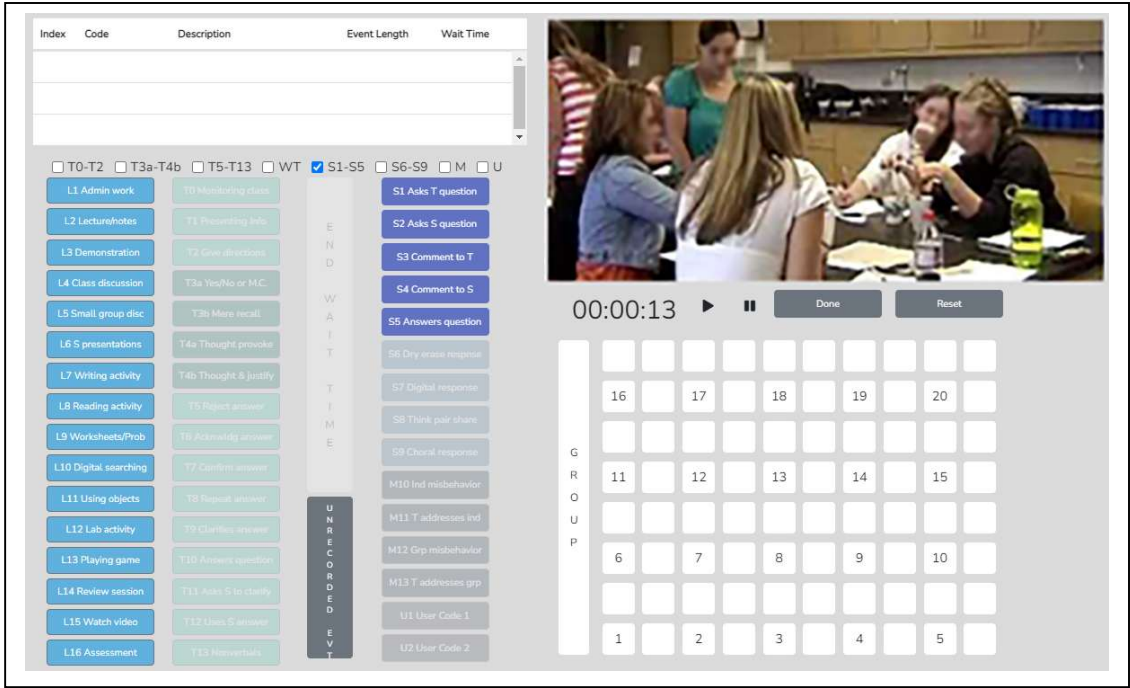
- SMT collects extensive data regarding teacher and student actions that is linked to events in the classroom.
- There is an immediate post-observation analysis of data with visual representations displayed in tables, graphs, and heat maps of seating charts.
- With a seating chart, the data are linked 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 upload and use their own personalized forms. SMT provides standard forms, or users can upload and use their own personalized forms.
- SMT provides a platform for the observation team (of up to four people) to collaborate and communicate.

Data Collection Screen

The data collection screen includes a seating chart, a video window (live or audio-only), and data collection buttons that observers use to note teacher and student actions, producing rich, robust indicators and analyses.

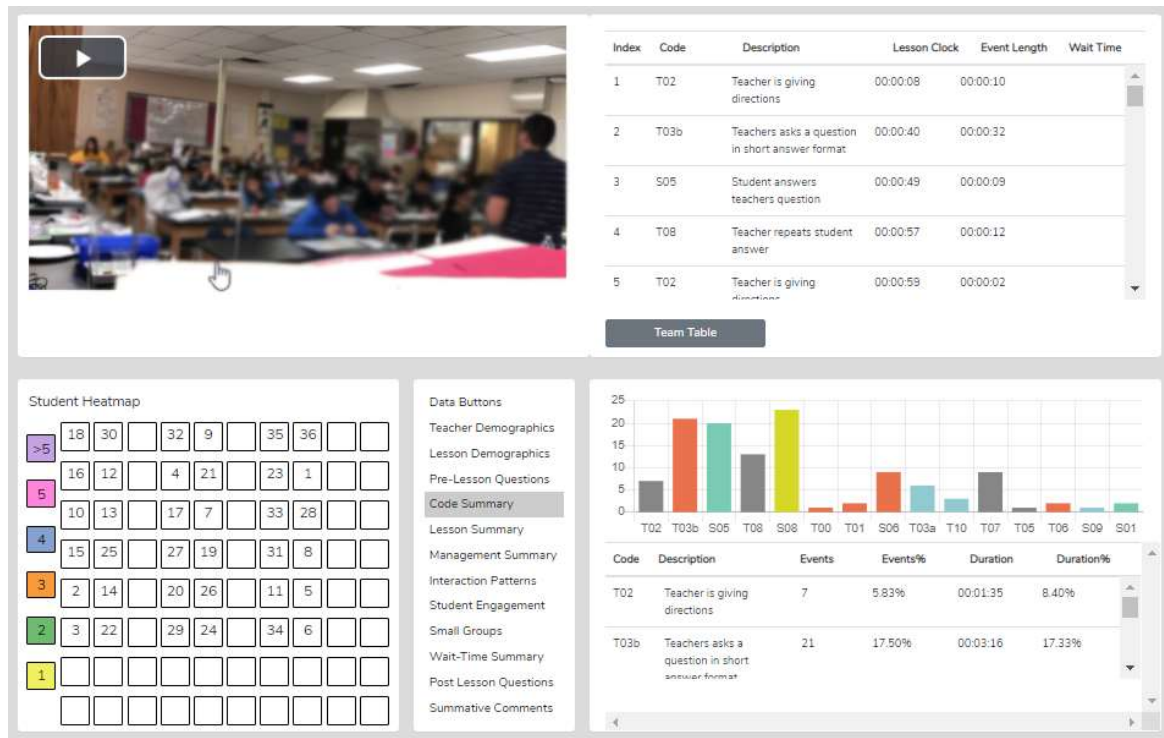


However, button sets can be toggled off for novices or users who want to collect only specific data, as shown below, making it easy to collect critical data such as student engagement. The training videos and manual scaffold the user from simple to complex data collection.



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 specific code by event frequency, event frequency compared to the total number of events, time coded by the specific event, and time accrued for that event compared to the total time of all events. The T code data is tallied underneath this data table, as are the S, M, and U codes. This data is also recorded as a percentage of total events and total time.



- Looking at the *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 to 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's 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 indicates whether the teacher is doing most of the talking and events, or whether the talking is balanced between the teacher and students, and at what level students contribute to teacher-student or student-student interactions in that lesson.)

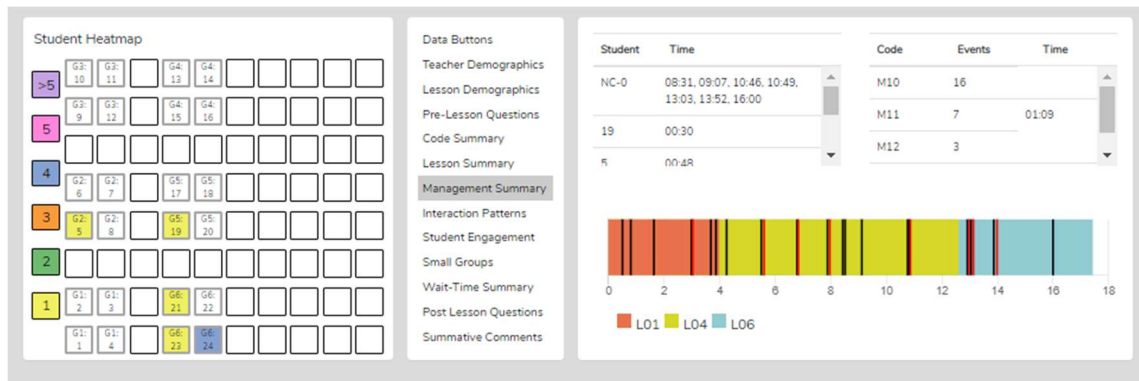
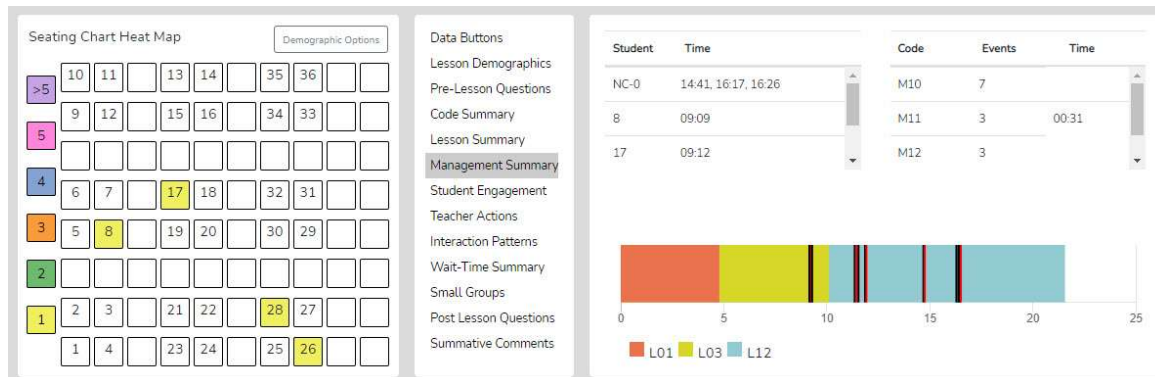
Lesson Summary – When coding a lesson, the observer notes the type of lesson in play by clicking an L button at the very start of the observation and a different L code each time the lesson type changes within the observation. As such, lesson segment types are noted and displayed in quantitative analysis mode in the *Lesson Summary* data window as a timeline showing the order and length of each lesson segment. This lesson segment display serves as a time-context reference when viewing other data, such as Student Engagement or Management Summary, so the user can see where misbehaviors or students' responses occurred 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 that the 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 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. It also shows when and how long the teacher reacted to and addressed misbehavior. Clicking a bar starts the video linked to that event.



Demographic Highlighting in the Seating Chart Heat Map - In addition, if data is collected for specific students using the student seat number before entering the M code, the data can be displayed and toggled on or off by clicking the Gender, ELL, SPED, or Minority buttons. If the observer wonders 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 equitable participation by gender, minority, ELL, or students with special needs, 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?

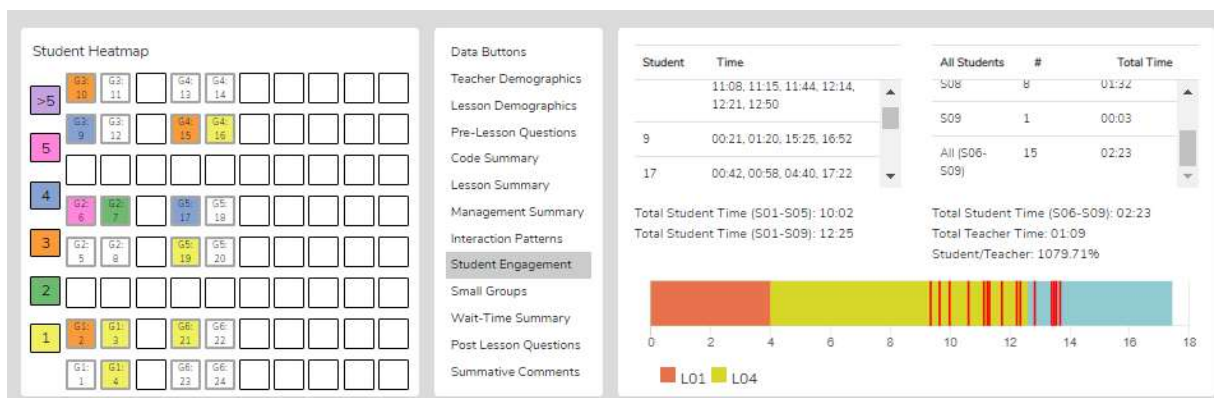
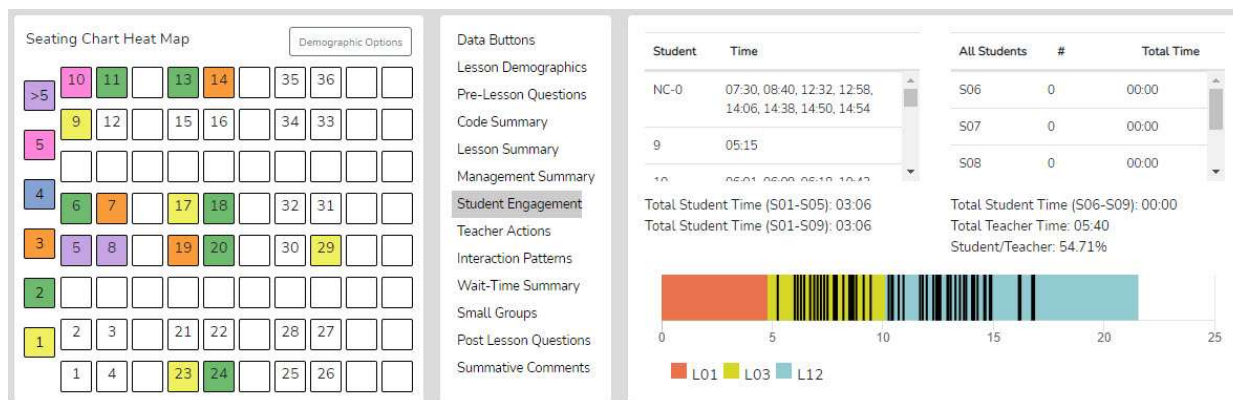
When Viewing the Management Summary:

- 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 student engagement events (S codes), noted by student seating number (or generically if seating chart numbers were not used), and when the events occurred. The lesson-type timeline displays the specific time of student and teacher data, with 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 a bar starts the video linked to that event. 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 wonders 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?

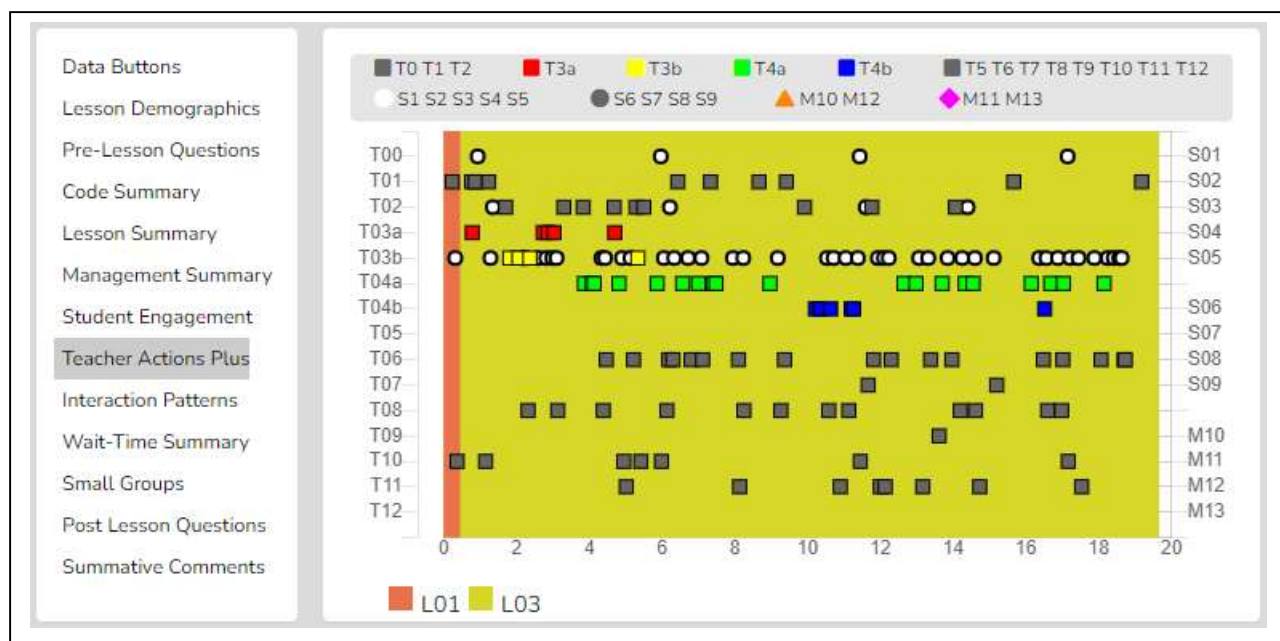
- Consider how many of the students responded to at least one question and how many students were not part of the conversation. (Heat Map)
- Think about your teaching: how many of the students responded to each other at least once, and what you might change to produce more student-to-student interactions. (*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 parts 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 – A timeline from the beginning to the 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 code actions, so the user can follow the sequence of teacher actions throughout the lesson.

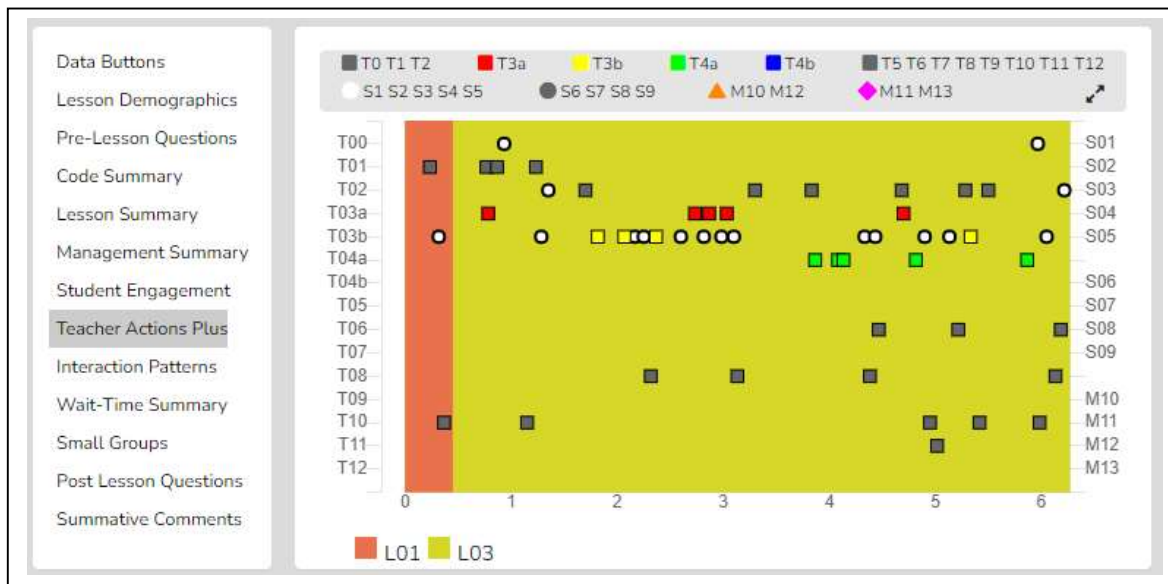
The timeline also displays M and S code data; in fact, it represents almost all collected data on the timeline, providing a robust set of teacher and student actions. The user can easily see when any management issues occur in the context of the rest of the teacher and student actions in the lesson.

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 the beginning to the end of the lesson and visually brings forth sequences, predominance, or absence of teacher or student actions. For example, if the teacher is curious about their use of questioning, it is easy to see when any of the four questioning codes were used and what codes occurred before or after. The user may find a complete absence of higher-level questions. The user can easily see what they tend to do after a student's response.

The user can target specific codes by toggling the display of T, S, or M codes on or off. Aside from wait-time data, this summary screen shows all data, which is often a large chunk of information and may clutter the screen.



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

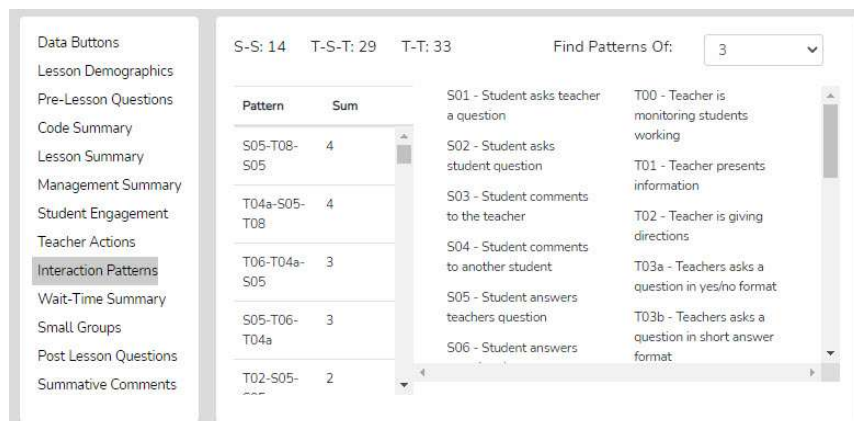


Finally, as with other data points in SMT, the user can click on any data point (symbol), and the linked video will play.

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 teacher's 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?

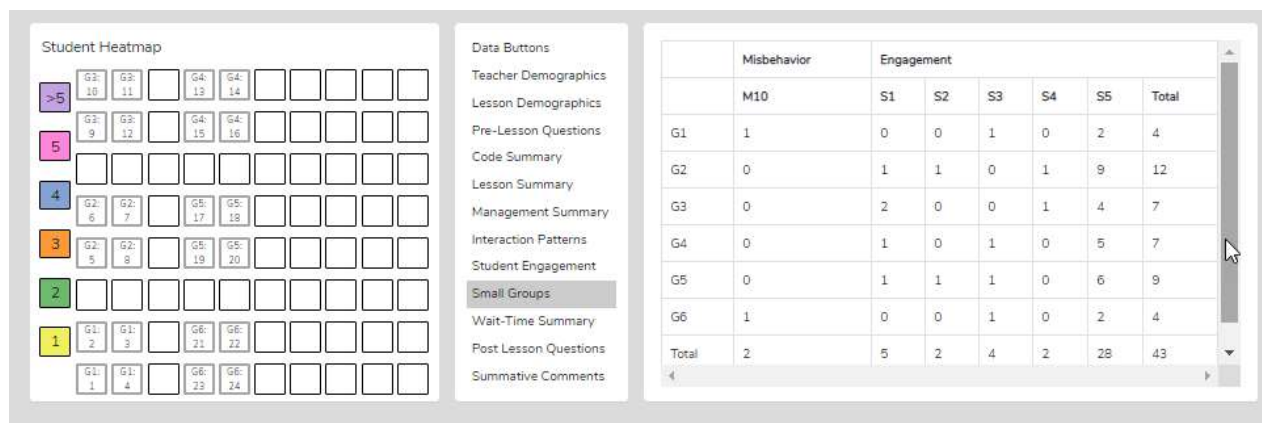
Interaction Patterns – Using all the teacher actions (T codes) and student engagement actions (S codes), the user can view the predominant patterns of interaction between the teacher and students. In addition, numbers show how often students interact with each other (S-S), how often the traditional teacher-student-teacher pattern (T-S-T) is used, and how often one teacher action follows another (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 of 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 them, and then clarify for the student, or ask the student to clarify instead? Different tendencies are more effective depending on the instructional goals and the level of thinking or engagement the teacher wants from students.

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 with the student seating number allows examination of group dynamics and the number and levels of S code types 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 that. The *Seating Chart Heat Map* would show how much interaction occurred within that group and color-coding to show each member's contributions.

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

- What was their intention when the teacher approached the small groups and interacted with them? 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 this? 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?

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, events, by total time, and averages for each wait-time. In addition, the lower half of the summary provides wait-time averages by a specific teacher or student action. For example, the user can determine whether higher-level questions that require deeper thinking allow more wait time 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	
T04b	1.67			

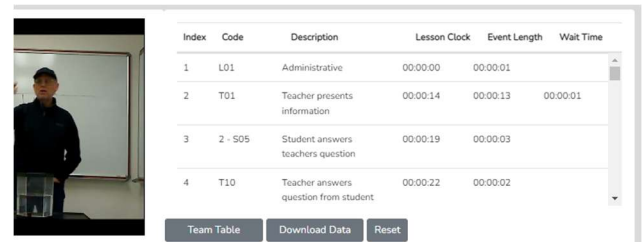
When SMT collects wait-time data, it can provide teachers with high-resolution feedback.

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



Index	Code	Description	Lesson Clock	Event Length	Wait Time
1	L01	Administrative	00:00:00	00:00:01	
2	T01	Teacher presents information	00:00:14	00:00:13	00:00:01
3	2 - S05	Student answers teachers question	00:00:19	00:00:03	
4	T10	Teacher answers question from student	00:00:22	00:00:02	

Team Table Download Data Reset

Data Buttons - The *Data Buttons* feature serves as a Search and Find function, allowing the user to quickly locate linked video examples of specific T, S, M, or U events. Clicking on a button finds the first instance 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 teacher's habits and tendencies. For example, the observer may notice the teacher has a habit of asking yes/no questions, then clarifying the answer for the student. In this case, we know that changing how the teacher interacts and responds would help us learn more about the student's thinking. For example, the teacher could have asked the student to clarify their answer. As such, the observer might use that data or video, in whole or in part, to make a point about how a teacher's choices affect student engagement and their ability to uncover student thinking.



Data Buttons	51 Asks T question	T0 Monitoring class	L1 Admin work
Lesson Demographics	52 Asks S question	T1 Presenting info	L2 Lectures/notes
Pre-Lesson Questions	53 Comment to T	T2 Give directions	L3 Demonstration
Code Summary	54 Comment to S	T3a Yes/No or M.C.	L4 Class discussion
Lesson Summary	55 Answer's question	T3b More recall	L5 Small group disc
Management Summary	56 Dry erase response	T4a Thought provoke	L6 S presentations
Student Engagement	57 Digital response	T4b Thought & justify	L7 Writing activity
Teacher Actions Plus	58 Think pair share	T5 Reject answer	L8 Reading activity
Interaction Patterns	59 Choral response	T6 Acknowledge answer	L9 Worksheets/Prob
Wait-Time Summary	M10 Ind misbehavior	T7 Confirm answer	L10 Digital searching
Small Groups			
Post Lesson Questions			
Summative Comments			

Lesson Demographics – This contains information about the lesson entered during the *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 and the lesson's intent.

You can access *Pre-Lesson Questions* from both the *Settings* and *Analysis* screens.

- 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 will you do to maximize the engagement of all ability levels of students?
- How will you differentiate the lesson for all types of learners?

Observation Setup
Pre-Lesson Questions
Seating Chart
Student Demographics
Lesson Plan
Summative Forms
Post-Lesson Questions

Pre Lesson Questions

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.
You can access Post-Lesson Questions from both the Settings and Analysis screens.

- 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?

Observation Setup
Pre-Lesson Questions
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Post Lesson Questions

Tell me about today's lesson. Probe: What went well? Probe: What needed to be improved? Probe: If you taught this lesson over again, what would you change? Why?

I think the activity went well. Students were actively working the whole time, and most finished their work. The chatting in small groups was focused on the work they were doing.

What do you think students learned from today's lesson?

They learned how to take data from a graph and use that to make predictions. They learned how to work better within a group and how their role and job was important to the rest of the members of the group.

What evidence do you have of this learning?

The assessment at the end of the activity showed that they could transfer what they should have learned in the activity, and use it in a new situation.

When the small groups processed their small group work they specifically mentioned some key aspects of how they can work better within the group.

What evidence did you observe that learners of all ability levels were engaged in this lesson?

Each person had an important role to play to make the group successful. And other members of the group were helpful and encouraging to members who might have had less ability to be successful.

Based on what happened in today's class, are you planning to make any changes to the next lesson? If so, what are these changes?

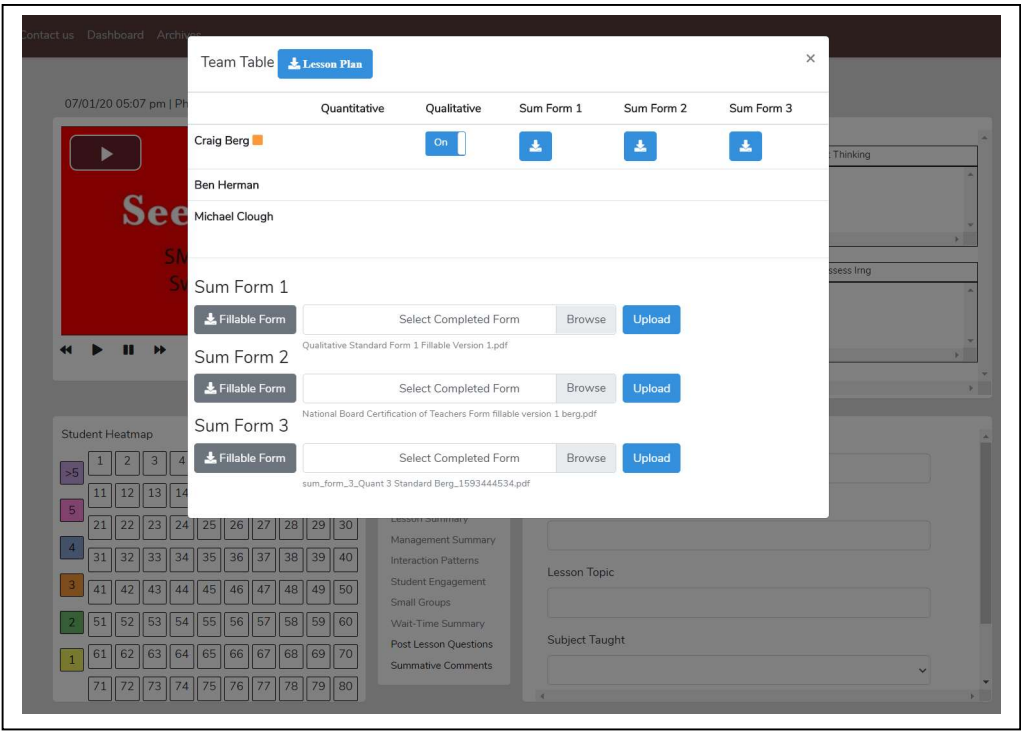
I think I will give the groups a bit more autonomy in figuring out how to best analyze the data, and how to present their findings.

What is the next step for this class in this unit?

Using the data and analysis on some real-life scenarios with genetics.

Save and Return Home
Save and Start

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 forms and rubrics

Observation and Dispositions Form To be used during 1 st and 3 rd 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 for instruction.			
Assessment of P-12 Learning	5. Assessments aligned with state standards and learning goals. 6. A variety of assessments are planned to allow learners to demonstrate understanding.			
Differentiated Methods				
What feedback				
Learning Target				

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

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 in TASC 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	☐ 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	☐ 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

ences
documentation from the mentor teacher

jectives
Initiation
P-12 State Learning Standards
targets

Meets Expectations	Emerging/ Does Not Meet Expectations
appropriately "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).

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

PDR-301 End-of-Year Mail