Step-by-Step Guide for Completing an Observation

Candidate Guide for Completing Observation Cycles

Use the instructions in this guide to help you complete each of the 6 observation cycles. The tabs to the left provide additional helpful information.

1. Plan a lesson (60 min)

- ☐ **Design** your lesson using the Reach lesson plan template or a template/format that is used at your school site.
- ☐ **Integrate** the action step that you created with your field supervisor during your previous observation cycle.
- ☐ **Determine** what artifact you will collect in order to determine the efficacy of your action step. This could include the lesson plan, copy of materials, or student work. See: Guidance on Selecting an Artifact

2. Teach and record a lesson (20-30 min)

- ☐ **Teach** your lesson.
- ☐ **Record** your lesson using the Torsh app on your phone or tablet or via the webcam on your computer. You may set up your camera in your classroom such that you and your students are able to be seen and heard in the video; alternatively, you can ask a colleague or student to record your lesson. See: Guidance on filming observations or watch this video.
- ☐ **Record** 20-30 minutes of the lesson, with a focus on the action step that you created with your field supervisor. Note: videos that are longer than that can take a long time to upload.

3. Upload, annotate, and submit your video (45 min)

- ☐ **Open** the assignment in Canvas titled, "Observation #." In the assignment, an external tool for submission called Torsh Talent will appear.
- ☐ **Select** the video you want to submit for this observation.
- ☐ **Rename** your video using the following naming convention: **Ob# Your Name** (e.g.: Ob1 Mickey Mouse).
- ☐ **Post** the objective/learning target of the lesson by typing it into the comment box to the right of the video and then selecting the orange "Add Comment."
- ☐ **Watch** your video and **annotate** with your own comments or by tagging TPE elements. See: Annotations Guidance.

- [ ] **Attach** the artifact you chose to supplement your video by selecting the "Attachments" tab below the video, then clicking the "Add attachment" button.
- [ ] **Submit** your video to Canvas by clicking the orange "submit" button in the top right hand corner of the Torsh box.

Click here to watch a video that demonstrates this step of the observation cycle.

4. Debrief the lesson with your coach (45- 60 min)

- [ ] **Meet** with your coach to analyze your lesson, reflect on your teaching practice, and identify next steps for continued growth. Take notes of your debrief in your coaching log.
- [ ] At the end of your debrief, **confirm** the following:
    - [ ] Date you will record your next video
    - [ ] Due date of your next video and annotations on Canvas
    - [ ] Date and time of your next debrief

5. Log hours in Craft (5 min)

- [ ] **Log** your hours for this observation cycle by going to your Canvas homepage, selecting the 'Craft Tracker' button from the menu on the left, then selecting the corresponding observation #.
- [ ] **Count** up the time you spent going through Steps 1-4 above (planning your lesson, teaching your lesson, watching and annotating your video, and debriefing your lesson with your coach). You should log approximately **2-4 hours** per observation cycle.

See: Guidance on Logging Hours in Craft or click here to watch a video that walks you through the process.

6. Next Steps

- [ ] **Implement** the action step(s) based on the timeline and plan that was created during your coaching debrief.

Repeat the cycle: start from the top!

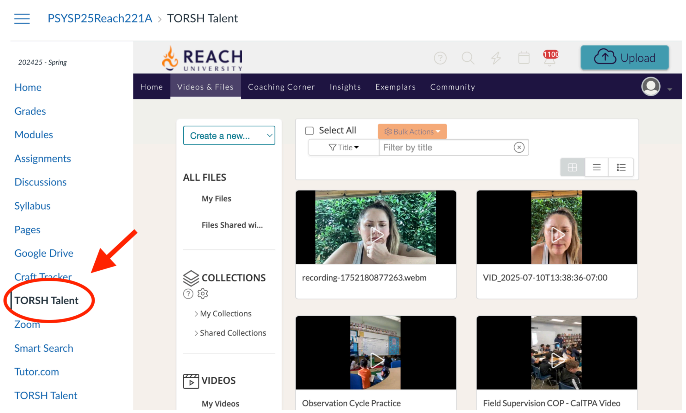
View the Observation Cycle Rubric to see how you will be graded for each cycle!

Filming Observations

Filming Observation Guidance

Use the resources provided below to help you learn how to record and upload your videos to the TORSH Platform. In addition, the TORSH Talent Help Center contains Frequently Asked Questions (FAQs) as well as video tutorials that show you how to use the different features of TORSH Talent.

How to Access Torsh

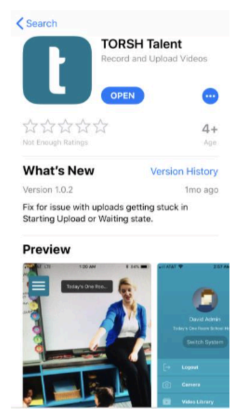


Follow these steps to access Torsh:

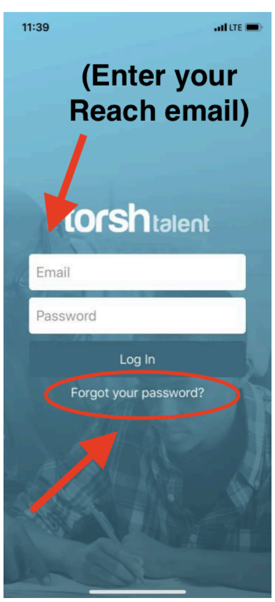
1. **Log** into your Canvas course
2. **Select** the three bars at the top left corner of the page to open your Left Navigation Menu.
3. **Select** TORSH Talent.
4. A Torsh window will open automatically within Canvas.

1. If it is your first time, you will be prompted to create a new password. This password is necessary for your TORSH Talent mobile app login. To keep things simple, **please use your Canvas account login credentials.**

Using the TORSH Talent App to Record and Upload Lesson Videos



The best way to record and upload a video for observations is directly through the TORSH app. It's easy to use and convenient.
Below are step-by-step directions for **downloading and using the app**. Follow the pictures and the instructions in each image.

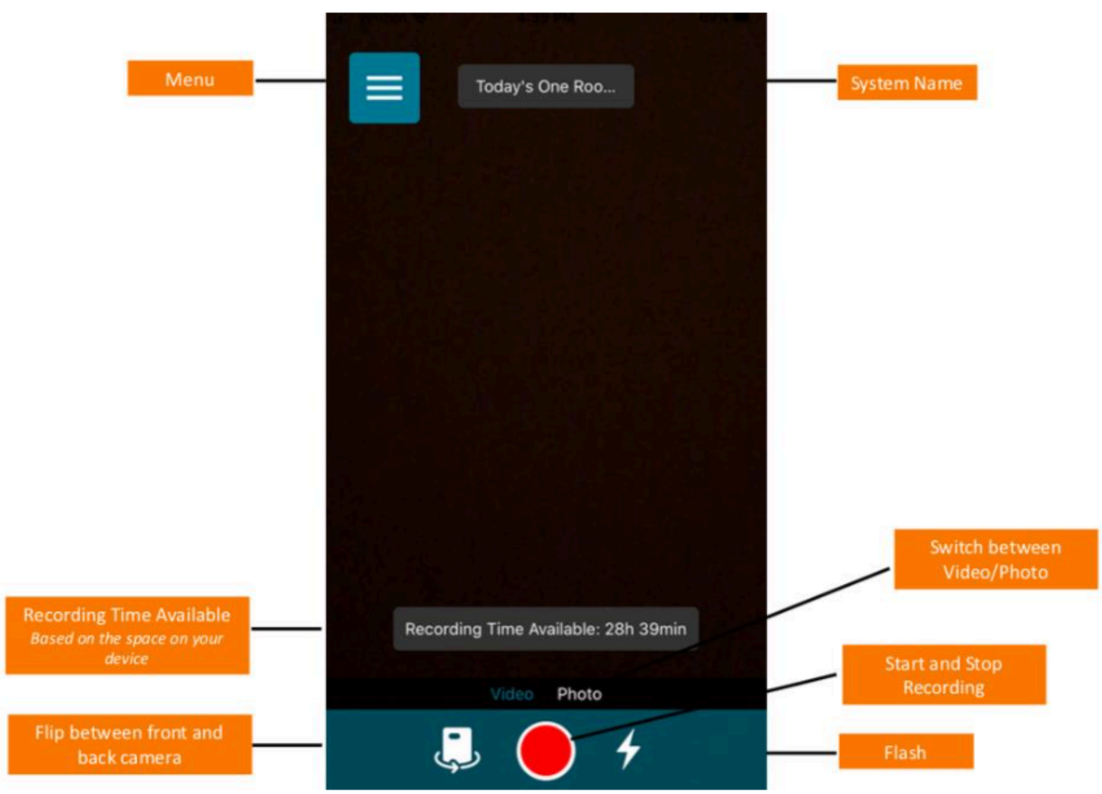


1. Make sure you have logged into Canvas and activated your TORSH account before downloading the app and logging in.
2. Go to the Apple App Store or the Google Play Store on your smart device and search for TORSH Talent, then download the app to your device.
3. You will be prompted to sign in. For this step, you will enter your Reach email and the password you used for Canvas.
4. If for some reason that doesn't work - click "Forgot your password" underneath the login button.
5. Reset your password to be the same as your Reach single-sign-on. This will minimize any confusion and you'll have the same login credentials for

everything. Note: The TORSH app will keep you signed in for a very long time, so you will rarely be prompted to sign back in.

How to Record from the TORSH Talent App:

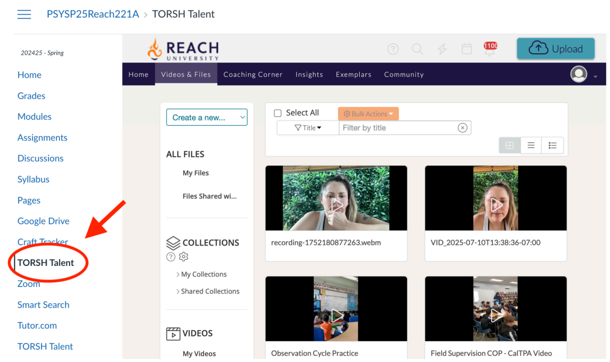
- The first time you log in to the mobile application, you will need to give the app permission to access your camera and microphone. If your videos are not capturing audio or video, check your phone's permission settings.
- To access the camera view, click 'Camera' from the menu. If you want to capture a wide-screen view, make sure you rotate your device before recording. To start and stop your recording, press the red record button.
- If you are logged in, connected to WiFi and have Automatic Uploads turned on, the video or photo will start uploading automatically.
- You will notice the 'Recording Time Available' above the red record button. This is based on the amount of space available on your device. **Note:** If you need more recording time, delete old photos, videos and apps to make more space.
- After your video/file is uploaded, you can view your uploaded video/file from the 'Videos & Files' page on both the mobile and web applications.
- **Pro Tip: Before recording, set your device to "do not disturb mode" so the video isn't interrupted. And, after you finish recording, leave the Torsh app open until the video uploads to the website.**



Uploading Video From Another Device to the TORSH Website

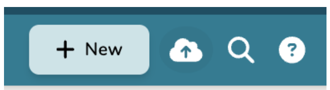
Review this information if you plan to record your classes using a computer, video camera, or other recording device (i.e. *not* the Torsh iOS or Andriod App).

To manually upload videos directly to Talent:

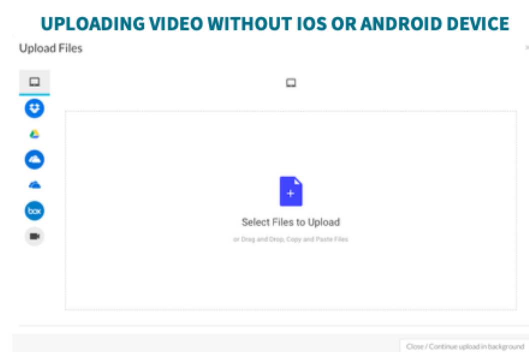


1. Log into your Canvas course, elect the three bars at the top left corner of the page, and then select **TORSH Talent**

2. Click on the 'cloud icon' in the top, right-hand corner of the Talent window.



3. Click on this button and it will present you with a number of upload options, such as upload from your computer, Dropbox, Google Drive, etc. You can upload one video or multiple videos.



4. After the upload starts, you can close the upload window and continue to work on other things in TORSH Talent while your upload(s) completes in the background.

To record videos on your desktop or laptop from a webcam or built-in camera:

1. Select the 'Record with Webcam' option at the bottom of the upload window. Your webcam will turn on and you will see yourself on your screen.

2. Click the white record button beneath the recording screen to start recording and then click the stop button when you are finished.

3. Don't forget to click 'Upload' to ensure your video is uploaded to TORSH Talent.

Note: We only recommend using this tool if you have a strong internet connection! The video is not saved until the recording is finished, so if the internet drops, the video will be lost.

Software and Equipment Guidelines

The following lists show the basic and optimal software and equipment requirements for using TORSH Talent in a classroom. **PLEASE NOTE:** The only required equipment needed to use TORSH Talent is a video camera, internet access, and a computer.

Basic Implementation:

- Any Camera with video capture capability (e.g., point and shoot, flipcam)
- Any Computer with internet access
- The most recent versions of Google Chrome, Mozilla Firefox, or Apple Safari (Internet Explorer does not work well with TORSH Talent).

Note: This implementation WILL require the user to manually download the video to their laptop or desktop and then manually upload the video to TORSH Talent.

Optimal Implementation:

- Any iOS phone or iPad operating iOS 6.0 or higher
- Any Android phone or tablet operating Android 4.0 or higher with the following screen sizes and densities: Normal, Large, Extra Large, mdpi, hdpi, xhdpi, xxhdpi
- The TORSH Talent app for iOS or Android which the user will download to their iOS or Android device
- Wireless internet access
- Any laptop with a built-in camera
- Most recent version of Google Chrome, Firefox, or Safari
- Tripod or stand for camera/phone (like this or this)

Note: This implementation WILL NOT require manual download or upload. As soon as the video is captured, the TORSH Talent app will automatically upload.

Typical Classroom Set-Up for Video Capture:

- iOS/Android device or camera propped in the back of the classroom
- Wifi to allow uploading with the TORSH Talent app
- Computer with internet access to use TORSH Talent's sharing and annotation features

Optimal Classroom Set-Up for Great Video Capture:

- iOS or Android device with the TORSH Talent app to automatically upload captured videos
- Tripod or stand to easily record high quality hands-free video of entire classroom sessions
- Bluetooth microphone to capture higher quality audio (like this or this)

- WiFi to allow uploading with the TORSH Talent app
- Computer with internet access to use Talent sharing and annotation features

Submitting Video Assignments

Whether you used the app or another device to upload your video to the TORSH platform, you will now be able to find your video to submit on Canvas.

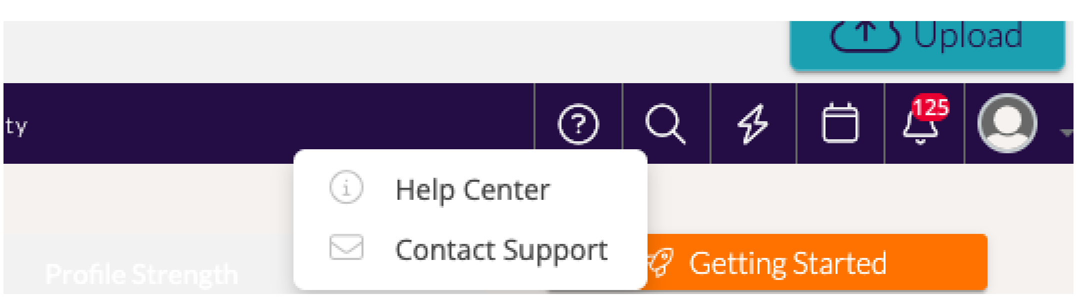
- ☐ **Open** the assignment in Canvas titled, "Observation #." In the assignment, an external tool for submission called Torsh Talent will appear.
- ☐ **Select** the video you want to submit for this observation.
- ☐ **Rename** your video using the following naming convention: **Ob# Your Name** (e.g.: Ob1 Mickey Mouse).
- ☐ **Post** the objective/learning target of the lesson by typing it into the comment box to the right of the video and then selecting the orange "Add Comment."
- ☐ **Watch** your video and **annotate** with your own comments, by tagging TPE elements, and/or by practicing using CalTPA annotations. See: Annotations Guidance.
- ☐ **Attach** the artifact you chose to supplement your video by selecting the "Attachments" tab below the video, then clicking the "Add attachment" button.
- ☐ **Submit** your video to Canvas by clicking the orange "submit" button in the top right hand corner of the Torsh box.

Click here to watch a video that demonstrates this step of the observation cycle.

TORSH Talent Tech Support

The TORSH Talent Help Center contains Frequently Asked Questions (FAQs) as well as video tutorials that show you how to use the different features of TORSH Talent.

You can also search the top of the help page to find exactly what you are looking for. In our experience, TORSH's support team is pretty responsive, so please don't hesitate to contact them by using the "Contact Support" button in the drop down "?" on the upper right of your TORSH screen.



Your instructors and coaches are also here to support you. Please reach out if you need help!

Logging Hours in Craft

Logging Hours in Craft

The California Commission on Teaching Credentialing (CTC) requires intern teachers to accrue at least 189 support and supervision hours each year that they are enrolled in their preliminary teaching credential program. Field supervisors provide at least 24 of those hours of supervision through the six observation cycles that you complete each semester, and the remaining 165 hours are received through your school site directly.

Below you will find a full breakdown of the required hours:

Category	Field Supervision	District Employed Supervision	English Language Learner
What are the required hours?	**24 hours total yearly** ~ 12 hours/semester ~ 2-4 hours/obs. cycle	**120 hours total yearly** ~ 60 hours/semester ~ 12 hours/month	**45 hours total yearly** ~ 23 ELL hours/semester ~ 4-5 hours/month
Who provides these hours?	**Field Supervisor**	**District Employed Supervisor (DES)**	**District Employed Supervisor (DES)**
What activities count?	• Lesson planning for your observation • Recording your lesson • Uploading, watching and annotating your video on Canvas • Debriefing with your Field Supervisor	• Observations and feedback • In-person meetings, Zoom meetings, emails, phone calls, and/or texts about support with teaching • Attending and debriefing PD, department meetings, grade level meetings, PLCs, etc • Curriculum and lesson planning • Supporting student needs	• Learning about strategies to support ELLs with your coach • PD, team meetings, PLCs, trainings focused on ELL support • Observation/debriefs focused on ELL support • Family Communication

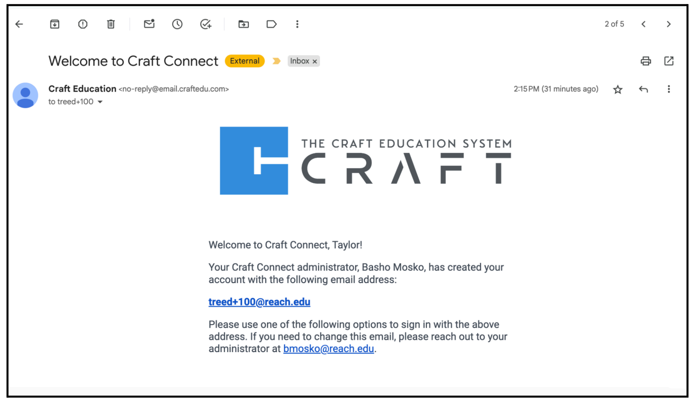
Continue onto the following pages to learn how to log your hours on the platform we use called “Craft Tracker.”

Activate your Craft Tracker account via email

Before logging hours the first time, you need to first activate your Craft account by following these steps:

1. **Open** your [@my.reach.edu email account.]()

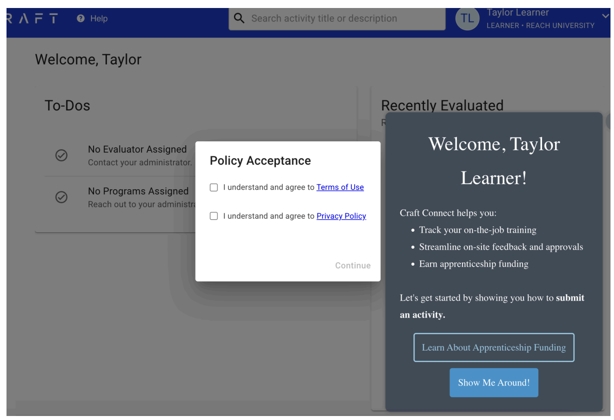
2. **Find an email in your Inbox** from Craft Education titled “Welcome to Craft Connect”



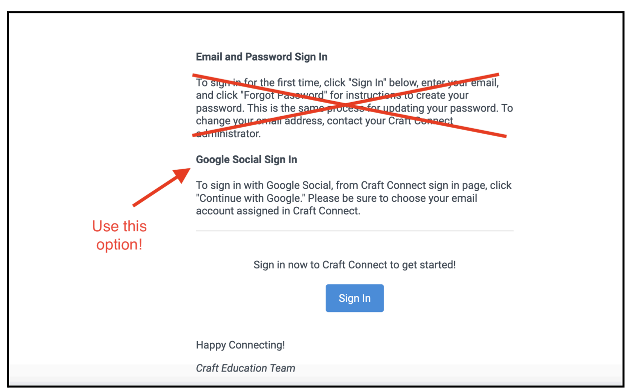
3. **Follow the link** in the email, and select the “Continue with Google” button - use your Reach email and password to sign in

4. Once in Craft, **Select the Policy Acceptance** check boxes

5. **Select** the blue “Show Me Around!” button to take a tour of the platform



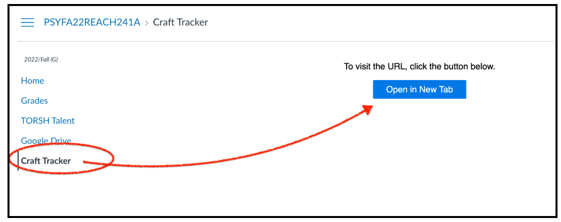
Note: The instructions in the email give you the option of resetting your password - do NOT select this option as we want you using a single email and password for all platforms.



*Continue below for instructions on how to log your hours!

Access your Craft Tracker

Anytime you want to log hours, you will access Craft Tracker through your Canvas course. Follow the steps below.



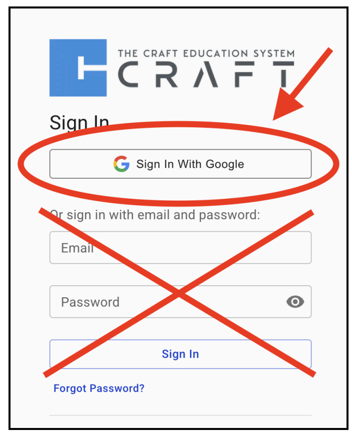
1. **Log** into your Canvas course

2. **Select** the three bars at the top left corner of the page to open your Left Navigation Menu.

3. **Select** Craft Tracker.

4. **Select** the blue "Open in a New Tab" button

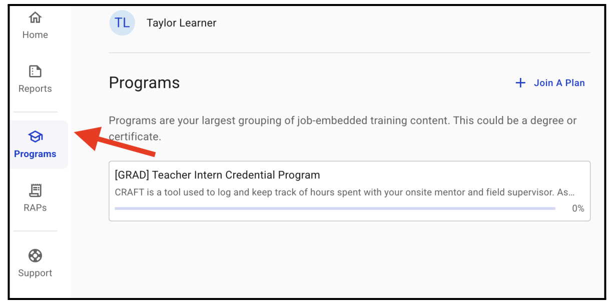
5. **Select** the "Sign In With Google" option and enter your Reach email and password.



Note: If you try to enter your Reach email and password directly on the first sign-in page, it will not work.

Logging Field Supervision Hours

At the end of each observation debrief meeting with your field supervisor, follow these steps:

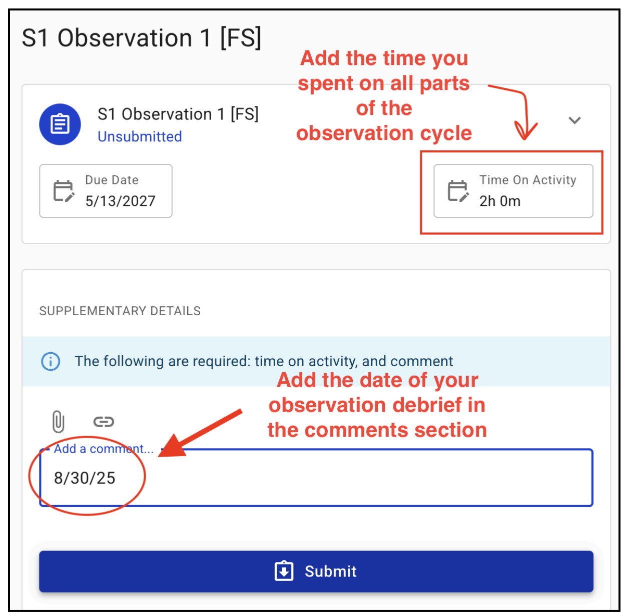


1. **Select** "Programs" from the left hand tool bar and choose the **[GRAD] Teacher Intern Credential Program** and the semester you are currently in.

2. **Choose** the category that you want to log hours for. If you're logging hours for a completed observation cycle, select "Field Supervision" and then the Observation Cycle # which you completed.

3. **Select** the "Time On Activity" button in the top right hand corner and add all the time you spent on this observation cycle, then hit "Save.

    a. Note: You should include the time it took to plan and teach the lesson, upload and annotate the video, and debrief with your field supervisor. Typically, a single cycle will take approximately 2-4 hours.



4. In the Add a Comment box, **enter** the date of your observation debrief and any notes you want to leave.

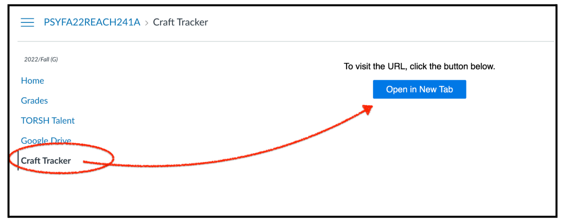
5. **Select** the blue "Submit" bar at the bottom!

6. Your **Field Supervisor** will approve any hours you log in the Field Supervision category. If you ever need to edit the hours you logged for an observation cycle, please reach out to your field supervisor who can "return" the hours for you to resubmit.

Logging District Employed Supervision and English Language Learner Hours

At the end of each month of the semester, you will log your hours for the support and supervision you're receiving at your school site.

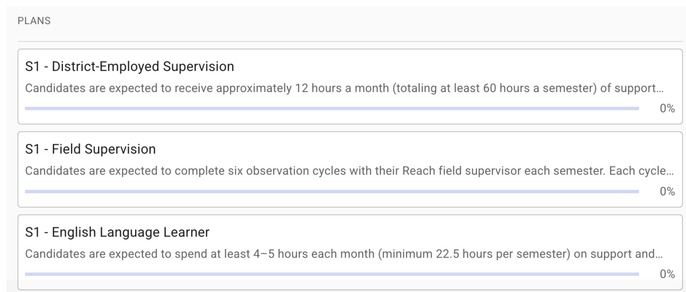
1. **Access** Craft through Canvas just like you did for Field Supervision hours, then select your program and semester.



2. **Select** the category that you want to log hours for:

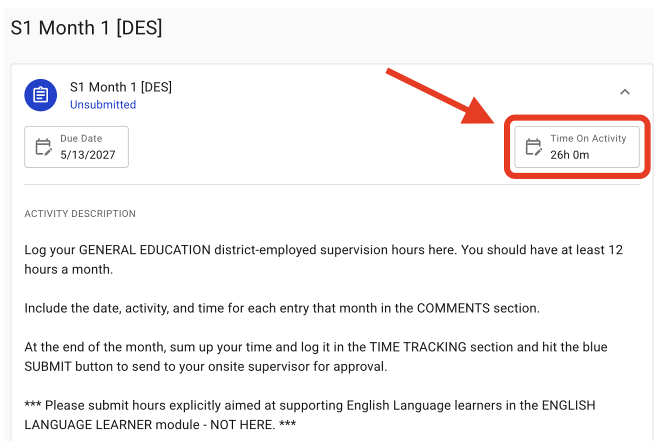
    a. Choose **District Employed Supervision** for all the general support and supervision you are receiving at your school site. You need to log at least 60 hours/semester, which breaks down to approximately **12 hours each month**.

    b. Choose **English Language Learner** for hours specific to supporting ELLs/MLLs. You need to log at least 23 hours/semester in this category, which breaks down to approximately **4-5 hours each month**.

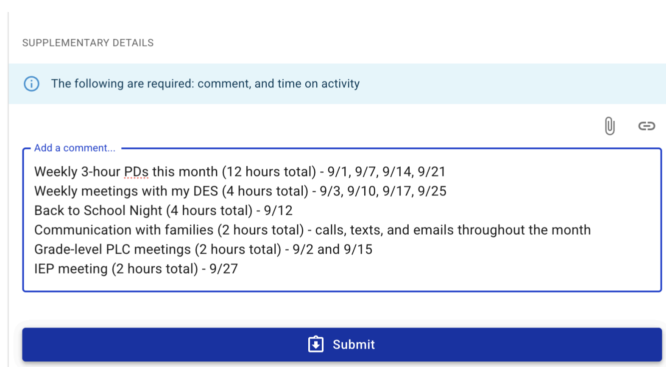


3. **Select** the "Time On Activity" button in the top right hand corner and add all the time you engaged in activities that count for that category of hours, then hit "Save.

    a. Note: You should include the time it took to plan and teach the lesson, upload and annotate the video, and debrief with your field supervisor. Typically, a single cycle will take approximately 2-4 hours.



4. In the Add a Comment box, **enter** each activity and the time you spent on each activity (optional to add the date). See the screenshot to the right for an example.



5. **Select** the blue "Submit" bar at the bottom!

6. Your **District Employed Supervisor** will approve any hours you log in the District Employed Supervision or English Language Learner categories. If you ever need to edit the hours you logged for an observation cycle, please reach out to your field supervisor who can "return" the hours for you to resubmit.

Click here to watch a video that walks you through the process of logging hours on Craft!

Annotations Guidance

Annotations Guidance for Candidates

The purpose of writing annotations is to:

- Reflect on your teaching practice.
- Identify priority areas for coach feedback or discussion during the debrief.
- Explain your rationale for a planned or in-the-moment decision and analyze the impact on student learning.
- Identify and reflect on evidence of progress or opportunities for improvement related to your SMARTE goal.

Note: There is no "minimum" or "maximum" number of annotations for an observation, though your field supervisor may set specific expectations.

A strong annotation:

- Points to evidence of you doing something differently based on a goal/action item.
- Includes your "commentary" or reflection on the practice and its impact.
- Points out and describes strengths, growth, and areas for growth.
- Analyzes the connection between your instructional choice and student learning.
- Asks for specific feedback on something/points to a moment in the video you want to debrief.
- Contains a rationale for a TPE element tag that details what you were thinking during the lesson and includes information about the effectiveness of what is visible in the video.

Example Annotations:

1. "Naming what I saw students writing about, I think this helps students feel like they contributed something important."

2. "Here, I connected the distance formula back to the Pythagorean Theorem by walking through a triangle built from two points on a graph. Students were more engaged once they saw the formula adjust a^2+b^2=c^2 in disguise. That connection seemed to lower the intimidation factor."

3. "Here I was asking students to read out the objectives, results and why I asked a student to repeat themselves to read at voice level 2 because it was hard to hear. She responded with "oh my god" but still proceeded to read it again. Being in front of the classroom, I wasn't sure how to respond."

4. "I know I could be more explicit about the musical elements they tried using to express their emotion but since this was their first time trying an exercise like this I didn't want to be critical on first creative expressions. I know how quickly young artists can shut down creatively if they feel anything negative about a creation especially in front of peers."

5. "This student seemed to shut down after my response to him - any ideas why? Perhaps it was the tone that I used?"

Selecting an Artifact

Selecting an Artifact

For each observation cycle, you will submit an artifact that supplements the video that you upload. Below you will find guidance on selecting an artifact.

What's the purpose of providing an artifact?

Oftentimes, the video and annotations alone don't give your coach all the information needed to help you assess the lesson. Attaching an artifact from the lesson can help you and your coach analyze the efficacy of your action step as well as your growth towards meeting your SMARTE goal for each semester.

Please Note: your job isn't to "prove" that your action step was successful. For example, if you attach samples of student work, do not just give samples of students who met the learning target - instead, provide a range of student work samples so that your coach can help you determine how to get all students to meet the learning target.

What kind of artifacts can you use?

Below is a menu of options for selecting an artifact. It really comes down to your SMARTE goal and action step for that particular observation. This list is not exhaustive - you and your field supervisor may determine a specific artifact for the lesson that you want to attach instead.

Artifact	Choose this artifact if…	Examples
Lesson plan	Your goal is around planning, designing learning experiences, selecting content standards, etc.	*You're working on moving students from lower- to higher-order thinking tasks throughout a lesson*
Slide deck	You want to show your coach a new visual aid that you are using, how you are giving instructions, presenting information, etc.	*You have a new entrance protocol and you want to show your coach how you rolled it out to students*
Whiteboard setup (photo)	There are notes, student work samples, instructions, protocols, etc. that you want to show your coach	*Your students came up to the board to show their work and you want to discuss a misconception that you didn't know how to address*
Poster/Anchor chart (photo)	You want to show an example of a visual aid, collaborative work, etc.	*You created a new anchor chart with sentence frames to increase discussion during a math lesson*
Rubric/Criteria for Success	Your goal is around setting clear expectations, creating standards-based rubrics, formative assessment, etc.	*You want to show your coach the criteria you were following when giving feedback to groups during the lesson*
Copy of an activity/handout	You want to show your coach a visual of what your students were working on in the video	*You created a new graphic organizer to help scaffold student writing; you created a modified assignment that you want feedback on*
Student work samples*	*The most versatile! You want to analyze whether or not students met the objective	*You attached a high, medium, and low example of work so that you and your coach can talk about the factors in the lesson that led to this outcome*
Samples of written feedback	You are working on giving clear, measurable, and/or rubric-based feedback	*You are trying out a new system for giving feedback to a subset of students who have been struggling to meet the learning target*

Observation Cycle Rubric

Coaching/Observation Cycle Rubric

- **1 point = Submit a recording of the lesson on Canvas**
- **1 point = Annotate the lesson recording using the annotation tools in Torsh**
- **1 point = Attach an artifact to supplement the recording**
- **1 point = Debrief with your field supervisor**
- **4 points TOTAL**

Criteria	1 pts Meets	0.5 pts Approaches	0 pts Does not meet	Pts
Video Clip	The candidate submitted their lesson recording to Canvas by the agreed upon time. The video clip is 20-30 minutes long. The video clip uses the appropriate naming convention: Ob# Firstname Lastname.	The candidate submitted their lesson recording to Canvas by the agreed upon time. However, the video clip is not 20-30 minutes long and/or the video clip title does not follow the appropriate naming convention: Ob# Firstname Lastname.	The candidate did not share a video clip of their lesson with their field supervisor in advance of the scheduled debrief.	1 pts
Annotated Video	The candidate annotated their video by the agreed upon time. They posted the lesson objective at the beginning of the video clip. They annotated throughout the video clip for: observations or reflections on teaching practices and/or students' learning, evidence of progress toward meeting goals, questions for further inquiry, and/or CalTPA-style annotations.	The candidate annotated the video by the agreed upon time; however, video annotations are superficial--e.g., only describe what is shown in the video without making a connection to the rubric, without analysis or self-reflection, and/or without discussing possible entry points for further inquiry.	The candidate did not annotate their video in advance of the debrief.	1 pts
Video Artifact	The candidate attached an artifact to the video clip by the agreed upon time. There is a connection between the artifact and the action step that was tried.	The candidate attached an artifact; however, there is **not** a clear connection between the artifact and the action step that was tried.	The candidate did not attach an artifact from the lesson in advance of the debrief.	1 pts
Debrief	The candidate met with their field supervisor for a debrief at the agreed upon time and actively participated in reflection.	The candidate met with their field supervisor for a debrief. However, they either did not show up to the agreed upon time, or they did not actively participate.	The teacher did not meet with the field supervisor for their debrief.	1 pts
Total = 4 points				