

# Observing and Coaching the High-Leverage Practices

Michael Kennedy, PhD  
STORMED Lab  
University of Virginia



[www.hileveragepractices.org](http://www.hileveragepractices.org)









Foundation for



Four Domains; Big Implications for Practice

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



# High-Leverage Practices for Students with Disabilities







# High-Leverage Practices for Students with Disabilities







# High-Leverage Practices for Students with Disabilities





# High-Leverage Practices for Students with Disabilities





## Four Domains; Big Implications for Practice

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

Collaboration



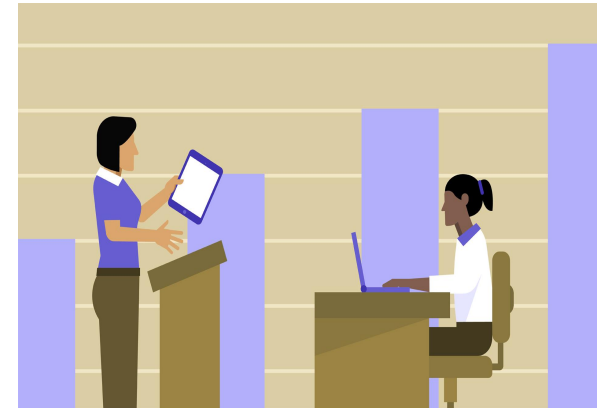
Assessment



Social/Behavioral



Instruction





## **Collaboration**

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



## **Assessment**

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



## **Social/Emotional and Behavior**

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



## **Instruction**

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





## **Instruction**

- 16. Use explicit instruction
- 17. Use flexible groupings
- 18. Use strategies to promote student engagement
- 19. Use assistive and instructional technology
- 20. Provide intensive instruction



### **Instruction**

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

# I promise to tell you more...

3:50 pm

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



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





# COACHED

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



# COACHED

Individual and Institution Accounts

- Varying levels of access



# COACHED

## Coaching Tools

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



# Flexible Use



# Flexible Use



# COACHED Study goals

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

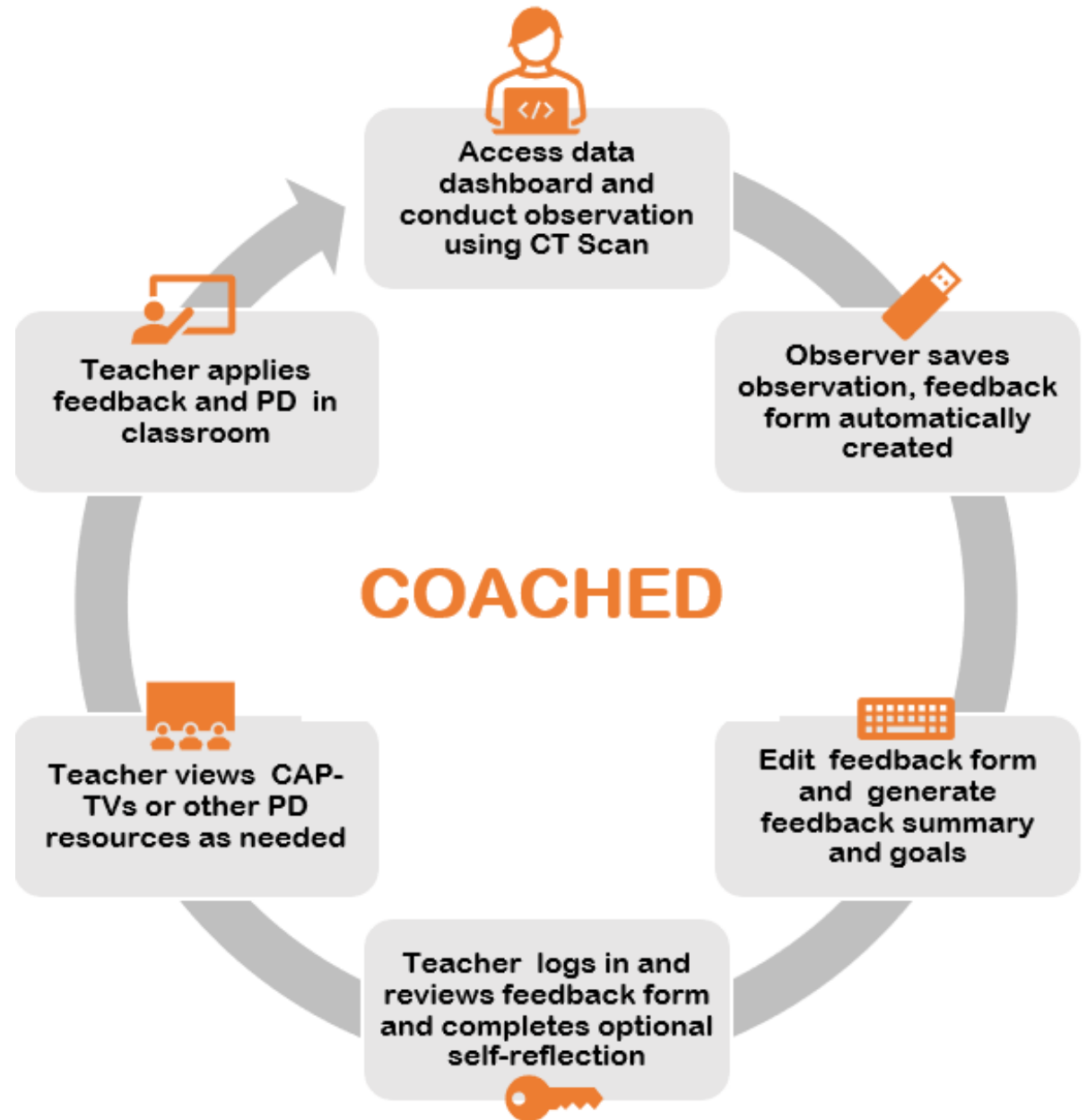




# Focus on specific practices being used



# COACHED Cycle



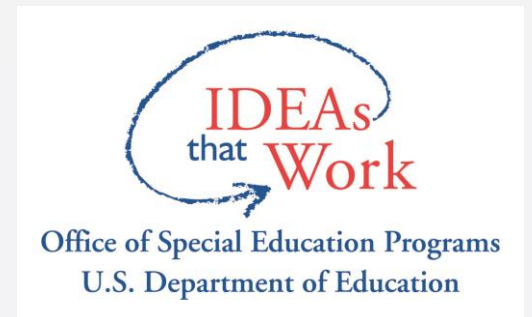
# Welcome to COACHED

Capturing Observations and Collaboratively sHaring Educational Data

Created By

Michael Kennedy - [mjk3p@virginia.edu](mailto:mjk3p@virginia.edu)

Rachel Kunemund - [rk8vm@virginia.edu](mailto:rk8vm@virginia.edu)



Username: COACHED@test.com      Password: COACHEDtest



Log in

Use a local account to log in.

Email

Password

☐ Remember me?

Log in

[Forgot your password?](#)

[Register as a new user](#)

[Resend email confirmation](#)

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



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



<a href="#">View</a>   <a href="#">Start Scan</a>   <a href="#">Upload Video</a>	coach@test.com	👁 Coach/Observer	Test School
<a href="#">View</a>   <a href="#">Start Scan</a>   <a href="#">Upload Video</a>	teacher@test.com	🍏 Teacher/Pre-service Teacher	Test School
<a href="#">View</a>   <a href="#">Start Scan</a>   <a href="#">Upload Video</a>	admin@test.com	School LeaderShip/Researcher/Teacher Educator	Test School



---

 View |  Start Scan |  Upload Video

coach@test.com

---

 View |  Start Scan |  Upload Video

teacher@test.com

---

 View |  Start Scan |  Upload Video

admin@test.com



---

 View |  Start Scan |  Upload Video

coach@test.com

---

 View |  Start Scan |  Upload Video

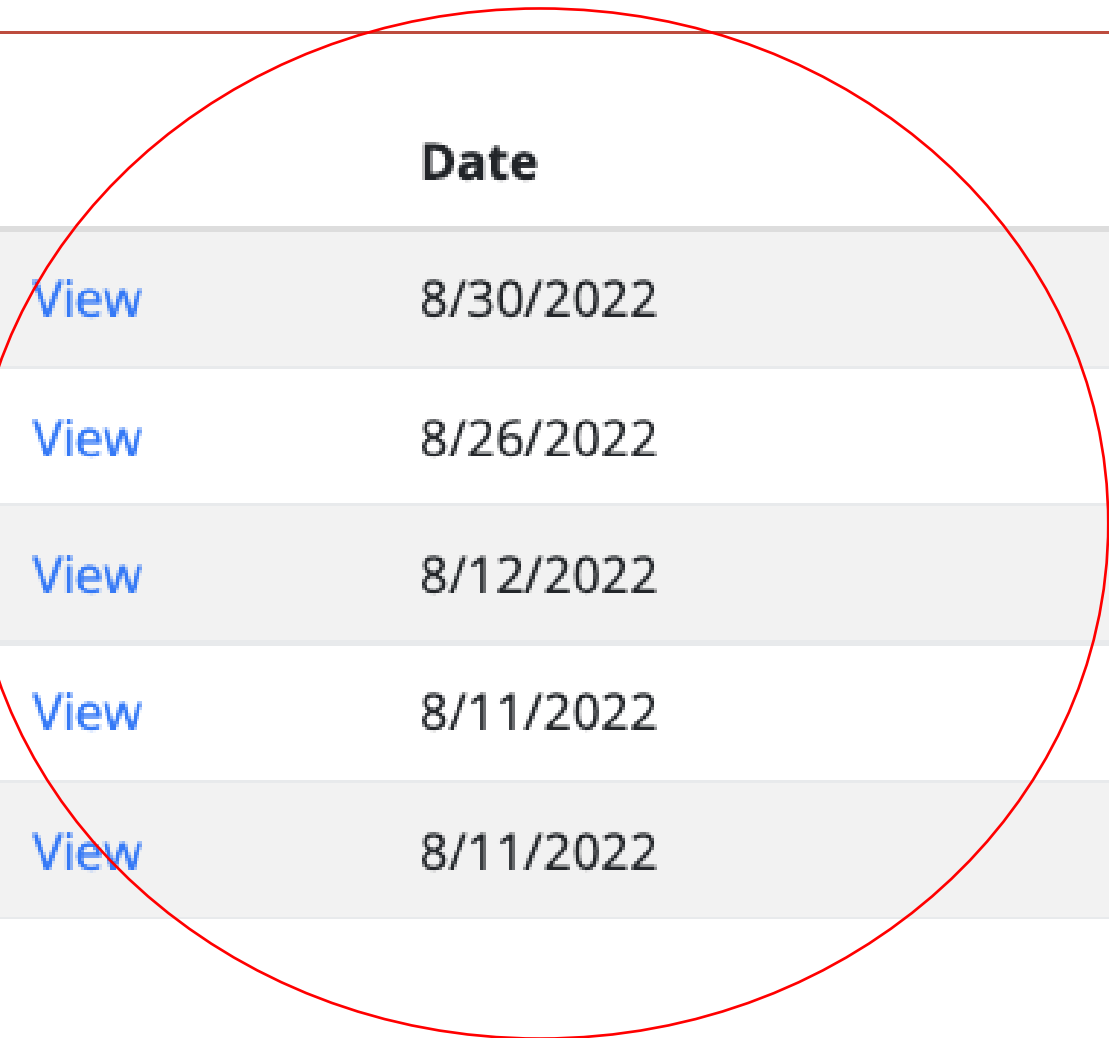
teacher@test.com

---

 View |  Start Scan |  Upload Video

admin@test.com

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



	<b>Date</b>	<b>Observer Name</b>	<b>Subject</b>
<a href="#">View</a>	8/30/2022	Rachel Kunemund	English
<a href="#">View</a>	8/26/2022	Rachel Kunemund	Reading
<a href="#">View</a>	8/12/2022	Rachel Kunemund	English
<a href="#">View</a>	8/11/2022	Test Account	English
<a href="#">View</a>	8/11/2022	Test Account	English



# **Classroom Teaching Scan**


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


**Curry School of Education  
University of Virginia**

© 2017-2018

[Click to continue](#)

## Setup

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

Help 

## Select a video to view


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

Please select ▼




## Setup

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

Help 

Select a video to view

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

Please select 





Set

No category chosen yet...

▶

00:00

Set new practice

Add Vocab Term or Topic: 

Add

Student actions: 

▼

 Group Size: 

▼

 Co-teaching 

▼

☐ Adapted Text

☐ Diagram/Graph

☐ Graphic Organizer

☐ Movie

☐ Object/Manipulative

☐ Picture/CPU

Send

⌵

Send

⌵

Deep Q OTR

Rote Q OTR

Chor/Grp OTR

Non-Acad OTR

FB Acad Specific

FB Behav Specific

Generic FB

Prompt Precorrect

Behavior Specific Redirect

Error Correction

Student Ask Q

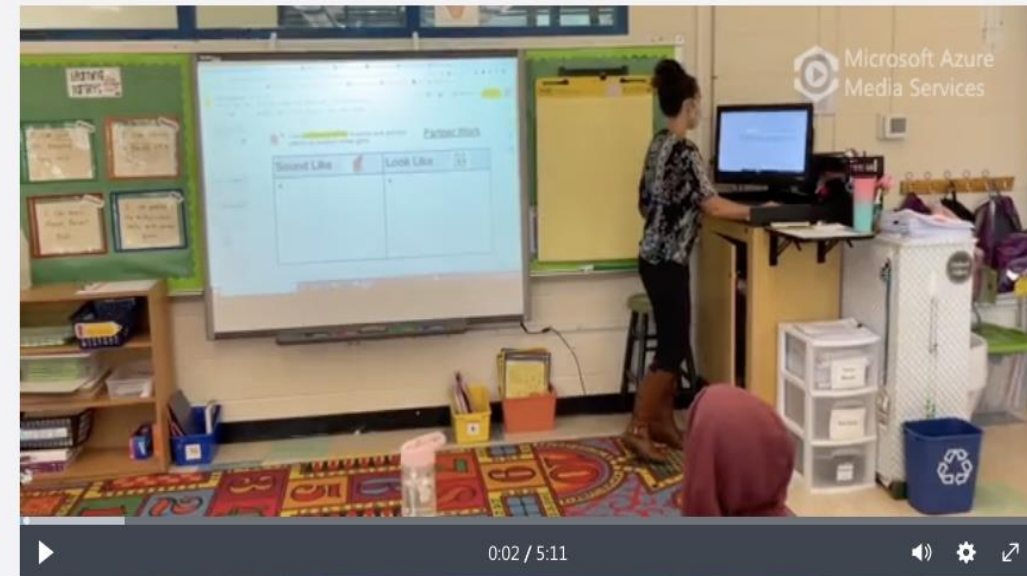
# Student Asking Q

Custom 2

Custom 1

Done

Help ?



# Content of Lesson



**Set Vocabulary Instruction** 00:29

**Definition - Student-friendly**

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

**Set new practice** **Confirm**

Add Vocab Term or Topic:  **Add**

Student actions:

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

**Send**

**Send**

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

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

**Done** **Help ?**

**Category**

=

Vocabulary Instruction



**Practice**

=

Student-Friendly Definition



**Implementation Markers**

=

Cues Instruction

# Content of Lesson



Set **Vocabulary Instruction** 00:44

**Definition - Student-friendly**

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

Set new practice

**Add Vocab Term or Topic:**  Add

**Student actions:**  **Group Size:**  **Co-teaching**

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

Send

Send

Deep Q OTR

Rote Q OTR

Chor/Grp OTR

Non-Acad OTR

FB Acad Specific

FB Behav Specific

Generic FB

Prompt Precorrect

Behavior Specific Redirect

Error Correction

Student Ask Q

# Student Asking Q

Custom 2

Custom 1

Done Help ?

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

# How the lesson is being conducted



**Set Vocabulary Instruction** 00:44

**Definition - Student-friendly**

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

**Set new practice**

Add Vocab Term or Topic:  Type new term here **Add**

Student actions:  Group Size:  Co-teaching

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

**Send**  Type new note here

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

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

**Done** Help ?

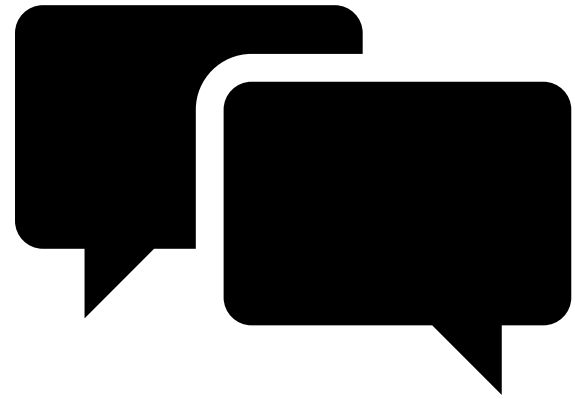
- Visual aids
- Group size
- Co-Teaching approach
- What the students are doing
- Qualitative notes
- Notes on Culturally Responsive Practices

# Counter Buttons

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

The screenshot shows a software interface for 'Vocabulary Instruction'. At the top right, there is a timer showing '00:44'. Below the title, a 'Definition - Student-friendly' section lists several bullet points: 'None', 'Cues Instruction' (highlighted in green), 'Relevant Elaboration Provided', 'Uses Images', 'Clear Language', 'Monitors Understanding' (highlighted in green), and 'Reviews Background Knowledge'. A 'Set new practice' button is located below this section. The interface includes a text input field for 'Add Vocab Term or Topic' with a placeholder 'Type new term here' and an 'Add' button. Below this are dropdown menus for 'Student actions:', 'Group Size:', and a 'Co-teaching' checkbox. A row of checkboxes follows: 'Adapted Text', 'Diagram/Graph', 'Graphic Organizer', 'Movie', 'Object/Manipulative', and 'Picture/CPU' (which is checked and highlighted in green). There are two text input fields with 'Send' buttons: the first has a placeholder 'Type new note here' and the second has a placeholder 'Notes on specific efforts made by teacher to use or make practice(s) culturally responsive'. A large yellow circle highlights a grid of eight counter buttons: 'Deep Q OTR', 'Rote Q OTR', 'Chor/Grp OTR', 'Non-Acad OTR', 'FB Acad Specific', 'FB Behav Specific', 'Generic FB' in the top row, and 'Prompt Precorrect', 'Behavior Specific Redirect', 'Error Correction', 'Student Ask Q', '# Student Asking Q', 'Custom 2', and 'Custom 1' in the bottom row. At the bottom left is a 'Done' button and at the bottom right is a 'Help ?' link. A circular logo with the letter 'T' is in the top right corner.

# Coaching Feedback Form



Name: amattthews@fordson.k12

Date: 11/15/2021

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

Vocabulary Instruction

Definition - Student-friendly

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

☒ Relevant Elaboration Provided

☒ Clear Language

☒ Reviews Background Knowledge

☒ Monitors Understanding

☐ Cues Instruction

☐ Uses Images

Topics:

phase changes  
states of matter

Visual Aides Used during practice:

Object/Manipulative  
Picture/CPU

Student Action(s) during practice:

Listening  
Taking notes

Feedback Statements:

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

Opportunities to Respond:

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

2 generic feedback statements

3 rote OTRs

Practice Based Feedback

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

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

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

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

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

Additional Notes

## Vocabulary Instruction

### Demonstration

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

#### Topics:

phase changes

#### Visual Aides Used during practice:

#### Student Action(s) during practice:

Writing

#### Feedback Statements:

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

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

#### Opportunities to Respond:

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

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

#### Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

#### Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

#### Notes:

Timestamp: 0:46 - Time Used: 44 seconds

### Practice Based Feedback

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

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

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

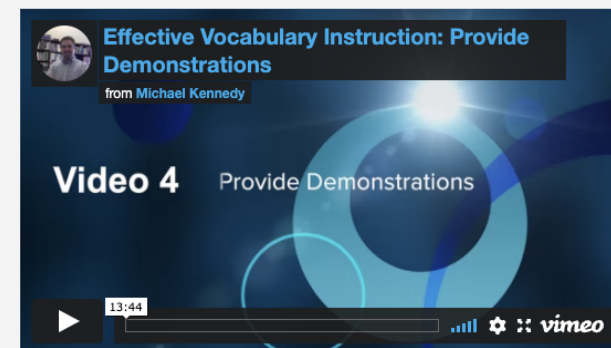
I notice some students seemed to have difficulty following along. Keep in mind, creating a well-sequenced presentation helps student make sense of the content and put it all together.

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

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

### Additional Notes

### Training Video



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



## Vocabulary Instruction

### Demonstration

Timestamp: 0:46 - Time Used: 44 seconds

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

#### Topics:

phase changes

#### Visual Aides Used during practice:

#### Student Action(s) during practice:

Writing

#### Feedback Statements:

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

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

#### Opportunities to Respond:

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

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

#### Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

#### Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

#### Notes:

### Practice Based Feedback

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

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

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

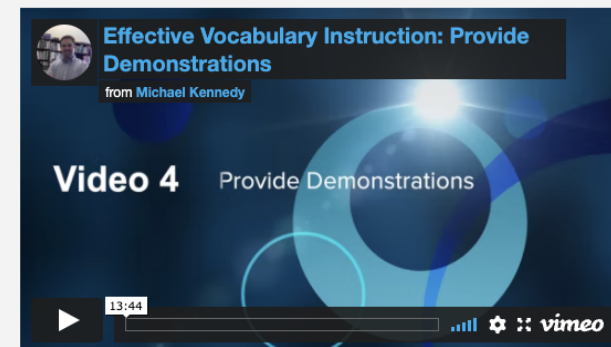
I notice some students seemed to have difficulty following along. Keep in mind, creating a well-sequenced presentation helps student make sense of the content and put it all together.

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

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

#### Additional Notes

## Training Video



- Implementation Markers
- Corresponding comments

## Vocabulary Instruction

### Demonstration

Timestamp: 0:46 - Time Used: 44 seconds

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

#### Topics:

phase change

#### Visual Aides Used during practice:

#### Student Action(s) during practice:

Writing

#### Feedback Statements:

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

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

#### Opportunities to Respond:

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

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

#### Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

#### Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

#### Notes:

### Practice Based Feedback

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

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

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

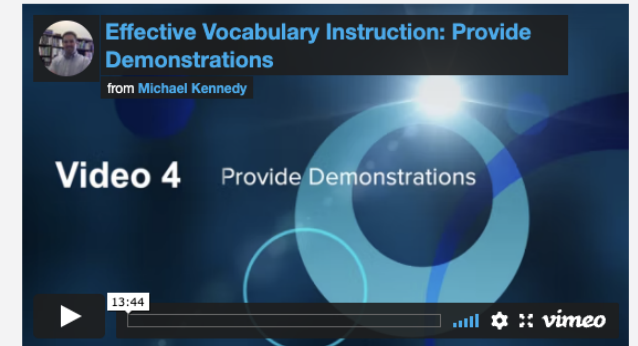
I notice some students seemed to have difficulty following along. Keep in mind, creating a well-sequenced presentation helps student make sense of the content and put it all together.

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

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

### Additional Notes

### Training Video



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

# Associated CAP-TV Training Video

## Vocabulary Instruction

Demonstration

Timestamp: 0:46 - Time Used: 44 seconds

☒ Provides Feedback

☒ Clear Language

☒ Cues Instruction

☐ Sequential Presentation

☐ Think-Aloud

☐ Confirms Understanding

☐ Chunked Appropriately

Topics:

phase changes

Visual Aides Used during practice:

Student Action(s) during practice:

Writing

Feedback Statements:

Breakdown:

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

0 generic feedback statements

0 academic-specific feedback statements

0 behavior-specific feedback statements

Opportunities to Respond:

Breakdown:

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

0 rote OTRs

0 choral/group OTRs

0 deep OTRs

0 non-academic OTRs

Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

Redirects and corrections:

0 prompt or pre-correct statements

0 behavior redirects

0 error corrections

Notes:

Practice Based Feedback

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

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

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

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

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

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

Additional Notes

## Vocabulary Instruction

### Definition - Student-friendly

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

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

#### Topics:

phase changes  
states of matter

#### Visual Aides Used during practice:

Object/Manipulative  
Picture/CPU

#### Student Action(s) during practice:

Listening  
Taking notes

#### Feedback Statements:

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

2 generic feedback statements

1 academic-specific feedback statements

0 behavior-specific feedback statements

#### Opportunities to Respond:

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

3 rote OTRs

1 choral/group OTRs

1 deep OTRs

0 non-academic OTRs

#### Cues used during practice

0 correct prompt(s) provided

0 appropriate attention cue(s)

0 appropriate wait time(s)

0 present instructional cue(s)

#### Redirects and corrections:

0 prompt or pre-correct statements

1 behavior redirects

0 error corrections

#### Notes:

### Practice Based Feedback

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

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

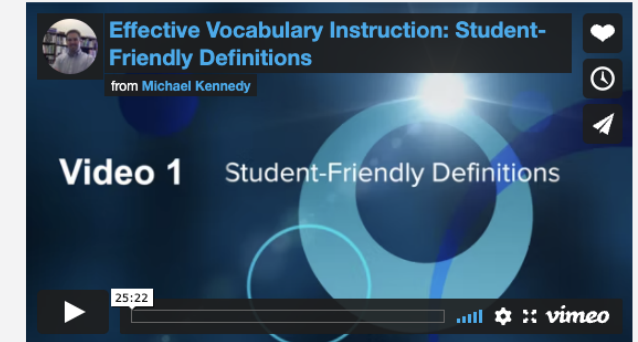
You did a great job taking the time to review background knowledge, this helps students make connections to the new definition you introduced.

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

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

### Additional Notes

### Training Video



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



Overview:

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

Goal for Next Observation:

1. Focus on distinguishing similarities in non-examples-watch the modeling portion of the Non-Example CAP video before your next lesson.

2. Make sure you use clear language when introducing a new term, it helps to prepare the definition and further description in advance.

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

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

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

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

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

# Summary of Coaching Feedback

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



Save Changes

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

None ▼

Download PDF

Send Feedback Link To Teacher



## Sending Feedback

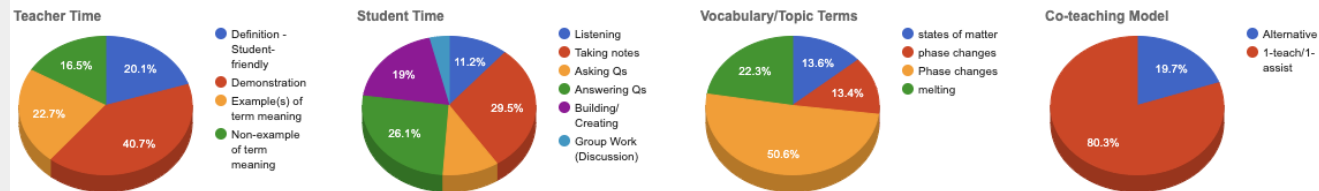
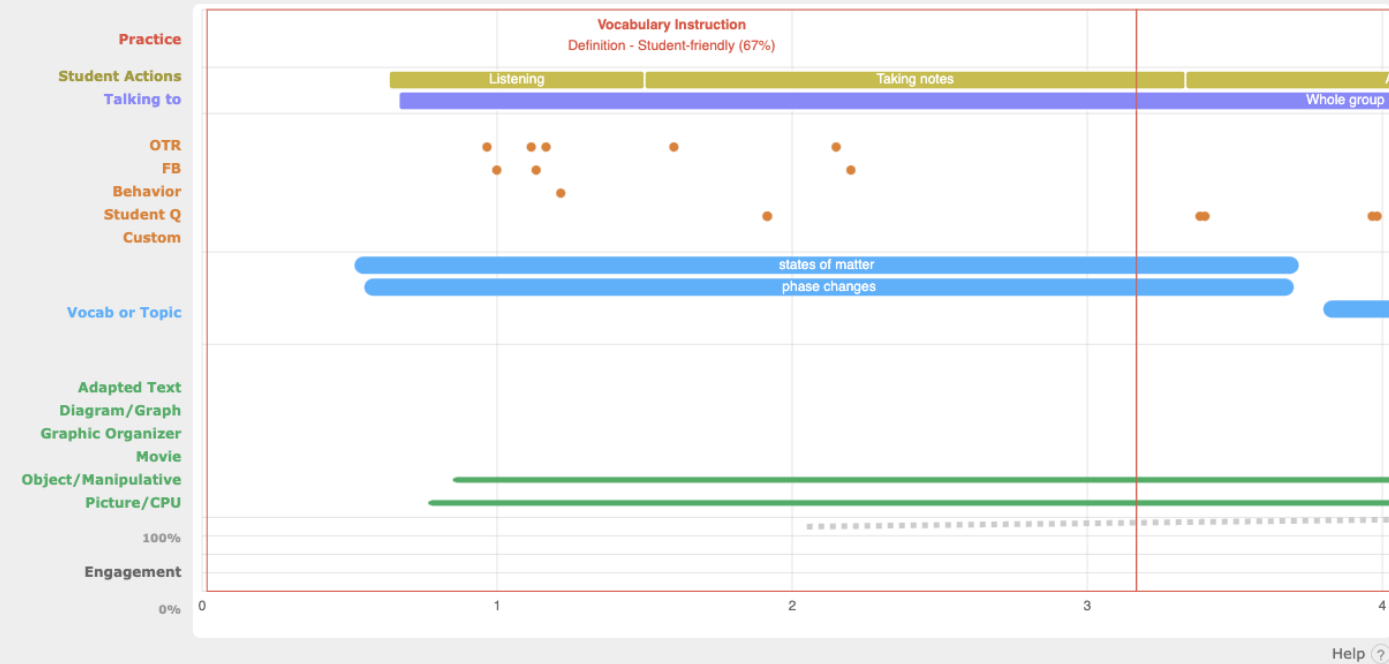
- Download PDF
- Send email directly to teacher
- Teacher has access through their account

Teaching Scan Timeline



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

# Classroom Teaching Scan Timeline



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

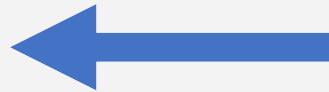
# Self-Reflection Matrix



Save Changes

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

None



Download PDF

Send Feedback Link To Teacher

---





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



## Reflection Matrix

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

# COACHED uses

---

## Research

### School-based

- Administrators/Coaches
- Teacher self-observation

### Teacher preparation

- Candidate and supervisor
- Teacher-candidate self-observation



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



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

### AUTHORS

Rachel L. Kunemund  
Olivia F. Coleman  
Lindsay M. Carlisle  
Sean McDonald  
Sarah Nagro  
Michael J. Kennedy

### ABSTRACT


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

### KEYWORDS

Coaching, multimedia, preservice teachers, special education

*TechinAction*

## A Multimedia Option for Delivering Feedback and Professional Development to Teachers

Rachel L. Kunemund<sup>1</sup> , Michael J. Kennedy<sup>1</sup>, Lindsay M. Carlisle<sup>1</sup>, Victoria J. VanUitert<sup>1</sup>, and Sean D. McDonald<sup>1</sup>

Journal of Special Education Technology

1-11

© The Author(s) 2021

Article reuse guidelines:

sagepub.com/journals-permissions

DOI: 10.1177/01626434211004121

journals.sagepub.com/home/jst



**Contact us at:**

Michael Kennedy	<a href="mailto:mjk3p@virginia.edu">mjk3p@virginia.edu</a>
Rachel Kunemund	<a href="mailto:rk8vm@virginia.edu">rk8vm@virginia.edu</a>
Olivia Coleman	<a href="mailto:olivia.coleman@virginia.edu">olivia.coleman@virginia.edu</a>

**Scan for Interest Form**

