

Observation protocol CATE observation data

The scores from 1-4 reflect both quantitative and qualitative aspects of the opportunities the teacher candidates have; the division of and/or in the definition of all scores signals this. If all aspects of a definition of a specific score is not present, the score given is 1 score lower than that specific score.

Dimension 1. Opportunities to plan for teaching & teacher role(s)			
The extent to which candidates have opportunities in the class to plan lessons or units, to develop instructional materials and resources.			
1	2	3	4
The teacher candidates have no opportunities to plan for teaching and teacher role(s).	<p>The teacher candidates have few opportunities to plan for teaching and teacher role(s). If they have opportunities to explore it, it is within a limited time span, meaning it is only briefly connected to</p> <p>and/or</p> <p>It is outlined, connected to or referred to in generic terms.</p> <p>E.g. aspects of planning like backwards planning, the concept of unit plans or learning goals/essential questions is mentioned or connected to, either by a teacher candidate or by the teacher educator.</p>	<p>The teacher candidates have more opportunities to plan for teaching and teacher role(s). They spend more time on planning, meaning more than a brief mentioning, but still not (one of) the main topic(s) of the lesson</p> <p>and/or</p> <p>The dimension is to some extent specific and concretely targeted. The candidates get an overview of a topic, or they get relatively deep insight in a limited part of the topic, and how to plan for it.</p> <p>E.g. the teacher candidates are asked to brainstorm about possible ways to plan for a topic or for specific groups of pupils; or they get somewhat more directed and specified assignments to explore or create instructional materials or resources, even though they might not get all through their discussions and questions regarding the matter and without this necessarily being the main focus of the session or without it being thoroughly treated.</p>	<p>The teacher candidates spend a major portion of the session planning for teaching and teacher role(s)</p> <p>and</p> <p>It is specific and concretely targeted. The candidates are asked to work thoroughly to explore, analyze and describe planned units in detail and connect it to the topic of the lesson/theory/research</p> <p>E.g. planning is central to the whole design of the session given; the teacher candidates spend a significant period of time going in depth on matters concerning how to teach or assess a specific unit or topic; the teacher candidates are asked to or create instructional materials or resources; they are asked to connect to theory about the process of planning; they are asked to present a final product of their planning.</p>

- Scoring rules: If the candidates have lots of opportunities to learn about planning for teaching by listening to a lecture, or through a classroom discussion on aspects of planning, as long as the candidates themselves are not doing the actual planning, this is not a high score, probably only a 2.

Dimension 2. Opportunities to practice or rehearse teacher role(s). The extent to which candidates have opportunities in the class period to practice, rehearse or approximate elements of practice. For instance, practice leading a whole class or small group discussion; to role-play a discussion with a pupil, rehearse an introduction to a lesson; to participate in a fishbowl discussion taking the 'part' of a pupil or teacher.

1	2	3	4
<p>The teacher candidates have no opportunities to practice or rehearse teacher role(s).</p>	<p>The teacher candidates have few opportunities to practice or rehearse teacher role(s).</p> <p>If they have opportunities to rehearse, it is within a very limited time span</p> <p>and</p> <p>It is not explicitly reflected upon or related to the overall topic of the lesson</p> <p>E.g. they are asked to role-play different ways to answer a question from a pupil.</p>	<p>The teacher candidates have more opportunities to practice or rehearse teacher role(s). They spend more time rehearsing, meaning they get to experience different aspects of what they are rehearsing, or to get relatively deep insight in what they are rehearsing. But without this being explicitly reflected upon or related to the overall topic of the lesson</p> <p>or</p> <p>A brief rehearsal is to some extent more specific and concretely targeted, it is explicitly reflected upon or related to the overall topic of the lesson</p> <p>E.g. the teacher candidates are asked to hold a mini-lesson on a specific topic or they are role-playing a specific method.</p>	<p>The teacher candidates have more opportunities to practice or rehearse teacher role(s). They spend a sufficient amount of time rehearsing, to experience different aspects of what they are rehearsing, or to get relatively deep insight in what they are rehearsing.</p> <p>and</p> <p>The rehearsal is more specific and concretely targeted; it is explicitly reflected upon and related to the overall topic of the lesson.</p> <p>E.g. the teacher candidates are role-playing a specific method and reflect upon the method's impact on pupils' learning</p>

Dimension 3. Opportunities to analyze pupil learning			
The extent to which candidates have opportunities to practice analyzing pupil learning; to examine or analyze K-12 pupil work; to work with pupils and analyze their skills or abilities or needs; to look at classroom transcripts or videos and examine and analyze pupil learning.			
1	2	3	4
The teacher candidates have no opportunities to analyze pupil learning.	<p>The teacher candidates have few opportunities to analyze pupil learning. If they have opportunities to analyze pupil learning, it is only briefly touched upon, meaning it is focused upon within a limited time span.</p> <p>and</p> <p>It is referred to in generic terms.</p> <p>E.g. the teacher educator or the teacher students are briefly mentioning that a pupil did or did not understand something after looking at a video or discussing field experience, but without this being the topic for the session, or without being specific on why the pupil did not understand.</p>	<p>The teacher candidates have more opportunities to analyze pupil learning. They spend more time on analyzing pupil learning, meaning more than a brief mentioning, but still not (one of) the main topic(s) of the lesson</p> <p>and</p> <p>The candidates get an overall, or superficial, understanding of pupil learning or they get partly, specific insight into a limited part of the students understanding</p> <p>E.g. the teacher students are analyzing their peers'/pupils' work or transcripts or videos of teaching to get an understanding of the strengths and weaknesses of the pupils' performances as it is.</p>	<p>The teacher candidates spend a major portion of the session analyzing pupil learning</p> <p>and</p> <p>It is very specific and concretely targeted. In addition to the description on level 3, to reach a level 4 the analysis is contributing to understand the specific pupil's strengths and weaknesses or misconceptions, or to get an overview of typical errors or misconceptions (also related to the appropriate learning targets in the national/state/local curriculum). The analysis could also contribute to reflections/discussions on next steps of teaching, and/or be connected to theory about feedback and assessment.</p>

Dimension 4. Opportunities to include Teaching Materials, Artifacts, and Resources

The extent to which the candidates have opportunities to use, discuss or analyze actual artifacts or resources from real classrooms and teaching, i.e. video of teachers, cases about teaching and teachers, samples of real K-12 pupil work, transcripts of classroom talk.

1	2	3	4
<p>The teacher candidates have no opportunities to include Teaching Materials, Artifacts, and Resources</p>	<p>The teacher candidates have few opportunities to include Teaching Materials, Artifacts, and Resources. If they have opportunities to do so, the artifacts are provided just as examples they can look at, and are maybe briefly mentioned or connected to.</p>	<p>The teacher candidates have more opportunities to include Teaching Materials, Artifacts, and Resources.</p> <p>They spend more time on the artifacts, meaning more than a brief mentioning of them as an example, without it being (one of) the main activities of the lesson. The number of artifacts provided might be so many that it gets confusing for the teacher students</p> <p>and/or</p> <p>The artifacts are to some extent more specific and concretely targeted, but the candidates are still not asked to work on them thoroughly, to analyze, criticize, adapt or improve them.</p> <p>E.g. the teacher candidates are asked to read or solve texts or assignments that their pupils would use; they are given time to read and discuss unit plans, assignments or rubrics related to a specific topic; the teacher educator outlines an artifact connected to the topic of the class in greater detail, even though they might not get all through their discussions and questions regarding the matter.</p>	<p>The teacher candidates spend a major portion of the session working on Teaching Materials, Artifacts, and Resources</p> <p>and</p> <p>The inclusion of Teaching Materials, Artifacts, and Resources serves a very specific and concretely targeted purpose, and the candidates analyze, criticize, adapt or improve them, or use them as a starting point for development of other material. Their discussions are connected to the topic of the lecture, or to research or theory on the topic or on the type of artifact that they are working on.</p> <p>E.g. The inclusion of Teaching Materials, Artifacts, and Resources is central to the whole design of the lecture; the teacher candidates spend a significant period of time going in depth and analyzing a unit plan, assignment or rubric related to a specific topic or theory, going more in detail into questions and discussions regarding this topic and also the artifact in itself.</p>

Dimension 5. Opportunities to talk about Field Placement/Student Teaching Experiences

The extent to which candidates have opportunities to discuss or relate what they are discussing or doing in class to their own fieldwork or student-teaching. (i.e. bring in their own pupils' work; to discuss or describe experiences from their own observations of classrooms or student-teaching).

1	2	3	4
<p>The teacher candidates have no opportunities to talk about Field Placement/Student Teaching Experiences.</p>	<p>The teacher candidates have few opportunities to talk about Field Placement/Student Teaching Experiences. If they have opportunities to talk about Field Placement/Student Teaching Experience, it is focused upon within a limited time span, meaning it is briefly touched upon or connected to.</p> <p>and/or</p> <p>Field Placement/Student Teaching Experience is referred to in generic terms.</p> <p>E.g. general aspects of their field experience is briefly mentioned or connected to - more or less connected to the topic of the class, either by a teacher candidate or by the teacher educator; or the teacher candidates are briefly connecting to a specific episode relevant to the topic of the class; or they connect to aspects of their field experience that are less relevant for their professional learning.</p>	<p>The teacher candidates have more opportunities to talk about Field Placement/Student Teaching Experience. They spend more time talking about their field placement, meaning more than a brief connection, but without it being (one of) the main activities of the lesson</p> <p>and</p> <p>The talk is to some extent specific and concretely targeted, but the candidates are not analyzing their experiences related to the topic of the class in depth.</p> <p>E.g. the teacher candidates are asked to brainstorm about their experiences connected to the topic of the class but without explicit reflection on this connection, or without going into details on the results of the brainstorming of the candidates.</p>	<p>The teacher candidates spend a great portion of the session talking about their Field Placement/Student Teaching Experience</p> <p>and</p> <p>The talk is very specific and concretely targeted, and the candidates have opportunities to analyze their experiences related to the topic of the class or theory/research on the matter.</p> <p>E.g. they are specifically asked to connect their experiences to the topic of the day/readings they have done or a specific theory on the topic; they are asked to look at their own pupils' work, to assess it, feed forward, or plan next steps; they are working on and/or getting feedback on plans, assignments, rubrics that they are going to use in their own placements.</p>

Scoring rules:

- When the teacher educator talks about his or her own teaching experience, this is not scored as dimension 5
- When candidates talk about their own experiences as pupils, this is not scored as dimension 5

Dimension 6. Opportunities to take pupil's perspective

The extent to which candidates have opportunities to do work that their own pupils will or might do; i.e. candidates read texts their pupils will read, solve problems they will solve, etc. This also includes the extent to which candidates have opportunities to more broadly take the perspective of pupils (in terms of learning styles, adolescent perspectives and concerns, pupils needs and strengths).

1	2	3	4
<p>The teacher candidates have no opportunities to take pupil's perspective.</p>	<p>The teacher candidates have few opportunities to take pupil's perspective. If they have opportunities to do so, it is focused upon within a limited time span, meaning it only happens briefly</p> <p>and/or</p> <p>The activity is not necessarily explicitly connected to the topic/theory/readings or reflected upon.</p> <p>E.g. the teacher candidates are briefly asked what they believe pupils' would think or mean about something or how they would understand something; they are briefly asked to read a problem/text that their pupils would read or do, but without going in depth or discussing it.</p>	<p>The teacher candidates have more opportunities to take pupil's perspective. They spend more time taking the pupil's perspective, meaning more than a brief connection, but without it being (one of) the main activities of the lesson</p> <p>and</p> <p>To some extent the teacher candidates are taking the pupils' perspective in a more specific and concretely targeted way. The activity is indirectly connected to the topic of the lesson.</p> <p>E.g. the teacher candidates are asked to solve a problem or assignment that their pupils would do, even though they might not get all through their discussions and questions regarding the matter, but without this being the main focus of the session or without it being thoroughly treated.</p>	<p>The teacher candidates spend a major portion of the session taking the pupil's perspective</p> <p>and</p> <p>It is very specific and concretely targeted. The activity is explicitly connected to the topic/theory/readings and reflected upon.</p> <p>E.g. the teacher candidates are asked to solve a problem or assignment that their pupils would do, and they get opportunities to reflect upon this related to the topic/theory/readings; they might be asked to alter an assignment based upon this reflection</p>

- Scoring rule: generic discussions on differentiation, or differentiation to specific (groups of) pupils are not scored as dimension 6

Dimension 7. Opportunities to see models of teaching

The extent to which candidates have opportunities to see their teacher educators explicitly modeling the kinds of practices discussed in class (i.e. instructors model a good lecture for K-12 pupils; model groupwork; model giving good feedback).

1	2	3	4
<p>The teacher candidates have no opportunities to explore this dimension.</p>	<p>The teacher candidates have few opportunities to see models of teaching. If they have opportunities to explore it, it is focused upon within a limited time span, meaning it is briefly touched upon, or connected to.</p> <p>and</p> <p>The teacher educator is briefly commenting that he or she is exemplifying or modeling good practice.</p> <p>E.g. The teacher educator says in passing what a good way to group pupils could be.</p>	<p>The teacher candidates have more opportunities to see models of teaching. They spend more time on the dimension, meaning more than a brief connection, but without it being (one of) the main activities of the lesson.</p> <p>and</p> <p>To some extent the modeling is more specific and concretely targeted; the teacher educator is explicitly saying that he or she is modeling, but it is not necessarily discussed or reflected upon after.</p> <p>E.g. the teacher educator is saying explicitly that he or she will model how to create groups, or ask good questions, and does so</p>	<p>The teacher candidates spend a major portion of the session seeing models of teaching</p> <p>and</p> <p>It is very specific and concretely targeted. The teacher educator is explicitly saying that he or she is modeling, and it is discussed or reflected upon afterwards, connected to theory/readings or the topic of the lesson.</p> <p>E.g. the teacher educator spends a major part of the lesson modeling a method of teaching, connected to the topic of the lesson, and asks the candidates to reflect upon/discuss it afterwards.</p>

Dimension 8. Opportunities to see connection to National, State or Local Context or Curriculum			
Extent to which candidates have opportunities to read, review, critique or analyze materials, or resources specific to the national, state or local context. For instance, to read or analyze national, state or local curriculum; to read or analyze local regulations related to teacher evaluation or standards.			
1	2	3	4
The teacher candidates have no opportunities to see connection to National, State or Local Context or Curriculum.	<p>The teacher candidates have few opportunities to see connection to National, State or Local Context or Curriculum.</p> <p>If they have such opportunities, it is focused upon within a limited time span, meaning it only happens briefly, and only once</p> <p>and/or</p> <p>It is referred to in generic terms.</p> <p>E.g. it is briefly mentioned, either by a teacher candidate or by the teacher educator; or it is cited on a handout or PowerPoint, but without being explicitly referred to.</p>	<p>The teacher candidates have more opportunities to see connection to National, State or Local Context or Curriculum. They might spend more time on the dimension, meaning more than one brief connection, but without it being (one of) the main activities of the lesson.</p> <p>and</p> <p>It is referred to in specific or generic terms</p> <p>E.g. several times during the lesson it is briefly mentioned, either by a teacher candidate or by the teacher educator; or it is cited on a handout or PowerPoint, but without being explicitly referred to.</p>	<p>The teacher candidates have even further opportunities to see connection to National, State or Local Context or Curriculum. They might spend a majority of the lesson working on it, but it might also only be several specific, but brief, connections to it throughout the (part of the) lesson</p> <p>and</p> <p>It is connected to the topic of the lesson/theory/readings.</p> <p>E.g. The teacher candidates spend some time reading/discussing/analyzing National, State or Local Context or Curriculum; the teacher educator might outline specific parts of it connected to the topic of the lesson; it serves as the backdrop for a whole session of planning etc.; it is briefly mentioned/connected to throughout the lesson.</p>

- Scoring rules: discussions on national or international testing is not scored as dimension 8