NGEI Innovation Highlight

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Developing Systems for High-Quality Feedback to Teacher Candidates

Lessons Learned from 11 California State University Teacher Preparation Programs

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The New Generation of Educators Initiative (NGEI) at California State University (CSU), funded by the S. D. Bechtel, Jr. Foundation, seeks to strengthen the current teacher preparation system in California so that new teachers enter the workforce prepared to implement Common Core State Standards and Next Generation Science Standards. From January 2015 through June 2019, NGEI is providing grants to CSU campuses and their district partners to improve their teacher preparation programs. The Foundation has developed a theory of action to guide reform that focuses on five Key Transformation Elements: partnership, prioritized skills, practice-based clinical preparation, formative feedback on prioritized skills, and data-driven continuous improvement.

WestEd and SRI International are conducting a formative evaluation of NGEI implementation and outcomes at the grantee sites, as well as delivering technical assistance to strategically support data-driven program reform efforts.

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Introduction

This paper shares information and lessons learned from sites that are attempting to transform their teacher preparation systems toward practice-based approaches that feature high-quality feedback for teacher candidates. The paper is based on qualitative data collected from 2016 through 2018 in 11 sites where partnerships between California State University (CSU) teacher preparation programs and local school districts are working to improve how they prepare new teachers. Each partnership received a grant from the New Generation of Educators Initiative (NGEI). (See Appendix A for more information about data collection and analysis.)

Practice-based approaches to pre-service training, such as those being implemented by the NGEI grantees, emphasize supporting teacher candidates' development of the ability to enact a set of classroom teaching practices (Ball & Foranzi, 2009; Grossman, Hammerness, & McDonald, 2009; McDonald, Kazemi, & Kavanagh, 2013). Regular, high-quality feedback to candidates on their performance of these key teaching practices can help them to develop the practices by highlighting gaps between current performance and desired performance and suggesting next steps to help close those gaps (Rose & Church, 1998; Scheeler, 2008).

The kind of high-quality feedback that the NGEI grantees are attempting to build into their teacher preparation systems — meaning feedback that is evidence-based, frequent, specific, timely, given by a trusted provider, and that incorporates individual learning goals (Hannan, Russell, Takahashi, & Park, 2015; Hattie & Timperley, 2007) — has the potential to be an important influence on teacher candidates' learning.

Delivery of consistent, high-quality feedback in the pre-service setting involves

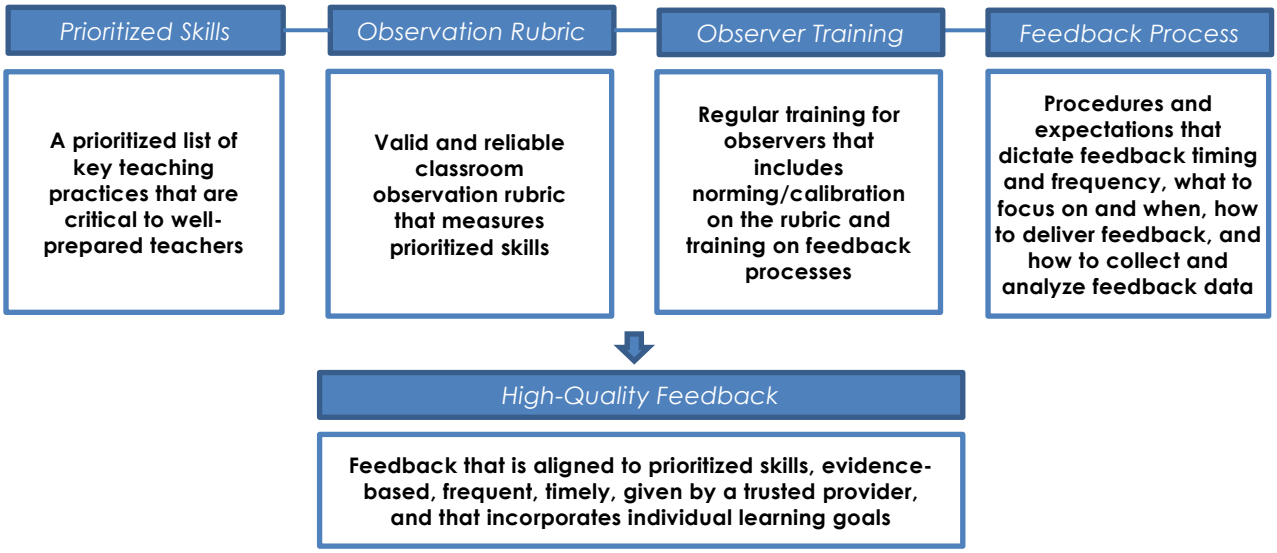
- coordination among the various people providing feedback (including course instructors, cooperating teachers, and university supervisors) and across institutions (K–12 districts and schools and teacher preparation institutions);
- shared understanding among all those parties regarding the set of teaching practices that candidates are intended to learn; and
- processes to support delivery of the type of feedback that is likely to lead to candidates' developing those teaching practices.

Because of the challenges associated with implementing such a system, feedback to candidates often is not anchored to a common set of practices, is uncoordinated and unclear, and is therefore unlikely to lead to the development of desired teaching practices.

The NGEI partnerships' reforms include an emphasis on establishing routines for selecting and preparing cooperating teachers, field supervisors (or similar roles), and faculty such that all parties give feedback to candidates multiple times throughout the clinical experience on the same teaching practices, called *prioritized skills* in the NGEI context.

The research team that developed this paper, based on qualitative data collected from each CSU-district partnership, identified several strategies that these partnerships are implementing to support high-quality feedback systems (Figure 1).

Figure 1. System for High-Quality Feedback in a Teacher Preparation Program



This paper offers an analysis of the ways in which the NGEI partnerships are establishing systems to support delivery of high-quality feedback across the dimensions in Figure 1.

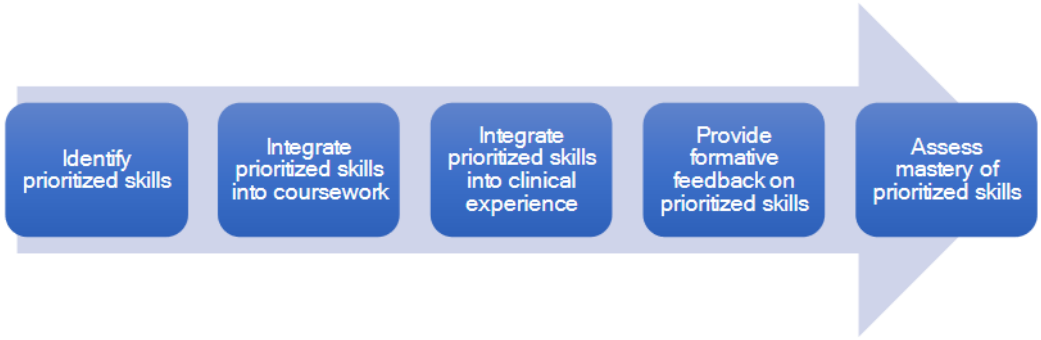
Developing a shared understanding of the prioritized skills that the teacher preparation program expects candidates to learn and organizing the program around these skills is an essential first step in the process of transforming the program to incorporate high-quality feedback. A valid and reliable classroom observation rubric that breaks down the prioritized skills into observable units can help ensure that the people who support the candidates share an understanding of what constitutes those prioritized skills and can be used to measure the extent to which candidates are learning those skills (Hough et al., 2013). Consistent use of a classroom observation rubric to support high-quality feedback requires regular training for all those giving feedback. The training calibrates, or norms, users to the rubric and supports them in delivering consistent, high-quality feedback to candidates (Park, Takahashi, & White, 2014). Finally, feedback systems must specify the elements of the feedback process, including roles, feedback timing and frequency, what practices to focus on and when, and how to deliver feedback (Ericsson, Prietula, & Cokely,

2007; Myung & Martinez, 2013). The NGEI partnerships profiled in this paper have developed approaches and tools that support high-quality feedback systems through strategies such as listening and responding to the needs of their users; working to understand the processes that comprise their feedback systems; and gathering frequent data that are proximal to the feedback processes they are strengthening.

The Link Between Prioritized Skills and High-Quality Feedback

As part of the NGEI initiative, each partnership (consisting of a CSU campus partnered with a school district or districts) was asked to identify a set of prioritized skills. Prioritized skills are the practices that partnerships have selected as the most essential for their candidates to learn during their preparation to become teachers (see, for example, the High-Leverage Practices from TeachingWorks, 2018). This limited set of fundamental skills is intended to act as a common thread across all components of the teacher preparation program, including being integrated into the scope and sequence of coursework and into the opportunities that candidates have to practice teaching in their clinical experiences. Aligning prioritized skills to coursework involves changing course objectives, syllabi, assessments, and use of instructional time to focus on building candidates' mastery of these key skills. Aligning a clinical experience to the prioritized skills means intentionally including opportunities for candidates to observe and practice the skills in the classroom and to receive consistent, high-quality feedback on their performance in the prioritized skill areas. Figure 2 shows the process through which a teacher preparation program adopts and embeds prioritized skills throughout the program. Prioritized skills make explicit *what* it is that teacher candidates are working to develop, while coursework, clinical experience, and feedback are the *mechanisms* that support candidates to develop those skills.

Figure 2. Integrating Prioritized Skills into Teacher Preparation Programs



Ultimately, the purpose of grounding coursework, clinical experiences, and feedback in the prioritized skills is to ensure that candidates know what teaching practices they are working to master and know that they have multiple opportunities across their program experiences to practice and receive feedback on those key practices. Such alignment requires each partnership to assess its teacher preparation program (with particular attention to the integration of coursework and clinical experience), backward-mapping from mastery of the prioritized skills to how, where, and when candidates learn about the skills and are assessed on their progress toward developing those skills.

As of spring 2018, most NGEI partnerships had selected a set of prioritized skills (ranging in number from 4 to 20) that are observable, and key partnership stakeholders had begun using the language of prioritized skills. However, partnerships were in different stages of aligning coursework, clinical experiences, and feedback to those skills (see Figure 2). Some had started with introducing just one or two prioritized skills into coursework, clinical experiences, and the feedback process; others had introduced prioritized skills to a limited cohort of candidates; and still others had revised course syllabi or feedback processes to explicitly address prioritized skills.

CSU Sacramento: Focusing Feedback on Prioritized Skills

Over the course of a year, CSU Sacramento and its district partner collaboratively identified a set of prioritized skills. The partnership then began integrating the prioritized skills into feedback to candidates by consistently using a partnership-developed rubric, providing ongoing training for observers, and refining tools that help ground feedback in the prioritized skills.

Through a collaborative process, NGEI leaders at CSU Sacramento and their partners at Sacramento City Unified School District identified a set of prioritized skills. Identifying the skills is the first stage in the process for integrating prioritized skills into a teacher

preparation program (see Figure 2). Sacramento's master list of prioritized skills reflected partners' shared values and would be measured by a revised version of the district's "Focal Areas for Instruction Guide" (known simply as the "Focal Guide"), a formative assessment tool that the district used with its teachers which had five prioritized skill areas. In 2017/18, the partnership began to integrate two of the prioritized skill areas from the Focal Guide ("high-quality questions, tasks/texts" and "academic discourse") into coursework, the clinical experience, and feedback processes. These two skills, and the attendant teacher moves needed to enact them, constitute this partnership's prioritized skills.

To ensure that these prioritized skills were embedded into feedback processes, the partnership began to deliver training for observers in 2017/18. Cooperating teachers, supervisors, and university faculty all received training that oriented them to the prioritized skills and included opportunities to evaluate videotaped lessons to practice assessing the enactment of these skills. While observers were using the prioritized skills to ground feedback conversations with candidates throughout the 2017/18 year, there was no standard tool for recording the feedback. As a result, project directors noted that the quantity, quality, and consistency of documented feedback varied. In 2017/18, NGEI leaders piloted an observation tool to address this challenge and planned for NGEI cooperating teachers, supervisors, and faculty to begin using this tool in 2018/19 during co-observations of candidates and as part of a feedback cycle. (See Appendix B, Figure B.1, for an illustration of the feedback cycle.) Prior to each observation, candidates identified up to four skills that would be the focus for the observation, and at least two of these needed to be prioritized skills. NGEI leaders planned for co-observations to involve two to three observers using the observation tool to capture their feedback. In a post-observation debrief conversation, observers would then deliver feedback to the candidate on the candidate's mastery of the prioritized skills. Co-observers would then reflect on the process together to identify ways to improve their feedback.

This system can support feedback that is aligned across multiple observers and grounded in the prioritized skills. Further, the co-observations are intended to create ongoing opportunities for university supervisors, cooperating teachers, and faculty to more deeply understand the prioritized skills, align their feedback, and reflect on the quality of their feedback together. Interviews with CSU Sacramento cooperating teachers, supervisors, and candidates revealed that, as of spring 2018, stakeholders had started to reference the prioritized skills when defining high-quality instruction. For the 2018/19 school year, project leaders plan to move further toward fully integrating prioritized skills across their program by implementing a new observation tool aligned to the prioritized skills, continuing training for feedback providers, and further embedding prioritized skills into

coursework. One NGEI leader summarized, "We want to make the prioritized skills what we all live and breathe."

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CSU Bakersfield: Leveraging Partnerships to Promote the Prioritized Skills

CSU Bakersfield and its district partner were able to jointly identify an observation rubric that focused on the partnership-identified prioritized skills. The partnership also created opportunities in both coursework and clinical practice for candidates to practice those skills.

CSU Bakersfield's prioritized skills are the observable components of a widely used framework known as the Danielson Framework for Teaching. The Framework for Teaching measures four domains of effective teaching across teaching disciplines (Danielson, 2009). The Bakersfield partnership developed a detailed phase-in schedule for training teacher candidates on each prioritized skill, observing them in practice, and providing feedback. (See Appendix B, Figure B.2, for a copy of the schedule.) As part of this phase-in schedule, candidates have had the opportunity to see models of prioritized skills, practice those skills, and receive feedback on those skills each week during a Saturday lab school, co-taught by district content leads and university faculty. The Saturday lab school has allowed CSU Bakersfield faculty who co-teach with partner district staff to model instructional strategies that support the prioritized skills. Teacher candidates also have been exposed to models through videos, readings, websites, and other resources during the Saturday lab school and in their regular coursework. Candidates have rehearsed instructional strategies in the Saturday lab schools, including co-teaching students from the partner district who are bussed to the university campus. During Saturday lab schools, candidates have reflected with the campus and district instructors immediately following rehearsal of a lesson, highlighting their own successes and areas for improvement. Faculty who specialize in teaching methods have provided informal feedback to teacher candidates at each Saturday lab school. One candidate said, "After Saturday lab school, we get immediate feedback to improve on. [Program leaders], as well as CSU-B professors, would provide feedback and ask for reflections."

Using a Classroom Observation Rubric to Anchor Specific and Consistent Feedback

Prioritized skills are intended to provide a specific and explicit definition of what instruction should look like. As part of the NGEI initiative, each CSU-district partnership adopted a classroom observation rubric to measure candidate progress toward prioritized skills. The partnerships varied in terms of how their adopted rubrics measured the prioritized skills; how the partnerships approached rubric selection (e.g., whether the partnership chose a pre-existing, commercially available rubric or created its own); how each partnership integrated the selected rubric into its existing processes (e.g., whether the rubric replaced or supplemented other observation tools); and whether the rubric was used with only a subset of teacher candidates or with all candidates in one (or more) credential areas. Each of the 11 NGEI partnerships chose different rubrics with different characteristics, including number of indicators (from 4 to over 40), the content of the rubric (e.g., focused on general instruction or subject-specific instruction), and the rating scale (rating scales ranged from 3 to 5 points).

CSU, Chico: One Classroom Observation Rubric to Ground Feedback

CSU, Chico has used a single observation rubric both as a formative assessment tool (to ground rich conversations that encourage candidate reflection) and as a summative assessment tool (to inform decisions about how candidates progress through the program).

CSU, Chico chose to use its selected rubric for the initiative as the *only* observational tool for measuring prioritized skills for all teacher candidates throughout the program. (Four other NGEI partnerships also used their chosen rubric for all candidates across the program or for all candidates in the credential area that was the focus of NGEI.) The CSU, Chico program selected the Core rubric, developed by TNTP, because of its simplicity, emphasis on student engagement, and alignment to the Common Core State Standards. The TNTP rubric assesses teachers in four areas: culture of learning, essential content, academic ownership, and demonstration of learning (TNTP, 2014).

CSU, Chico decided to use its single observation rubric both as a formative assessment tool — to ground rich conversations that encourage candidate reflection — and as a summative assessment tool — to inform decisions about how candidates progress through the program. Candidates at CSU, Chico explained that university supervisors used the rubric to provide candidates with formative feedback on their instruction approximately

once per month, and cooperating teachers used it to provide formal feedback twice per semester. At the end of teacher candidates' field placement, all of the observation feedback data were added to the candidates' portfolios, and their overall development was assessed to determine if they had developed sufficiently to progress through the program.

University supervisors, faculty, and cooperating teachers generally agreed that the rubric reflected high-quality instruction. For example, one supervisor reported, "The new rubric takes our standards for teachers and puts them into observable behaviors. Instead of relying on a professional gut feeling, the rubric standardizes what excellence should look like."

Candidates emphasized that the scores alone were not specific enough or actionable enough to help them know what to try next. Instead, written feedback and oral conversations with university supervisors — conversations that were grounded in the rubric ratings — were essential. One candidate said, "I don't [learn] so much from the numbers. More from the comments."

Training Observers to Provide High-Quality Feedback

To be able to provide consistent, high-quality feedback, those who observe and give feedback to teacher candidates need to have clarity about the expected process for delivering feedback and the nature of feedback expected. They also need to align their feedback to the classroom observation rubric. This alignment is established through norming or calibration processes. Norming involves the users of a rubric coming to consensus around what each level of proficiency looks like and developing a shared understanding of key constructs and dimensions. Norming ensures that observers and candidates understand a common language grounded in the rubric elements and is useful when observational tools are used primarily to provide formative feedback. Calibration involves getting all observers to assign the same rating, within a specified threshold, to a given performance. Regular calibration, in contrast to norming, is necessary for observational rubrics to produce valid and reliable ratings and is particularly important when ratings are used to make high-stakes decisions (Kane & Staiger, 2012).

Across the NGEI-funded programs, observer training varied in terms of content, audience, and frequency. In the NGEI context, where observational rubrics were typically used to support formative feedback, all CSU campuses provided some norming-focused training for the university supervisors, cooperating teachers, and/or campus faculty who were responsible for conducting observations. Although a few campuses did some initial

training to calibrate supervisors in 2016/17, none of them continued calibration training in 2017/18.

In most of the programs, although cooperating teachers were the ones most frequently giving feedback to candidates, typically they had either not been trained on the rubric or had received only limited training. Training for university supervisors was more common, but the depth and frequency varied across the campuses. Shallow or infrequent trainings led to variation in how indicators were assessed by university supervisors, making it difficult for candidates to understand their own progress in objective terms. Feedback providers need to receive ongoing training and support on all aspects of the feedback system in order to maintain consistent standards for candidates' progress.

Cal Poly, SLO: Developing Observer Content Knowledge

At Cal Poly, SLO, program leaders decided to provide training focused on a particular content area — supporting emerging bilingual (EB) students — in order to build observer confidence and proficiency with a particular prioritized skill and increase the quality and alignment of feedback.

This focus came about after Cal Poly, SLO leaders analyzed classroom observation data in the 2016/17 year and were concerned about the patterns they found in indicators measuring teacher candidates' ability to support EB students. These indicators address the "Supporting Emergent Bilinguals" area that faculty identified and included in a Danielson-inspired rubric that the school used for evaluating and providing feedback to teacher candidates. The program leaders found that their teacher candidates were scoring lower on those indicators and that university supervisors were providing less written feedback on those indicators than on other indicators. According to surveys and interviews, many university supervisors did not feel confident in their expertise to provide feedback in this area.

In response, Cal Poly, SLO offered four trainings to university supervisors and three trainings to the cooperating teachers during the 2017/18 academic year. These trainings included time to complete a norming exercise in which observers watched a video of an in-service teacher, provided ratings, and discussed how their ratings compared with those of the sample feedback and "true scores" that were provided, specifically those related to the two indicators on the rubric that reflect the prioritized skills related to supporting EB students. Also during these trainings, two Cal Poly, SLO faculty members (and co-coordinators of the Spanish Authorization for Bilingual Educators program) engaged participants in learning about the expectations for the prioritized skills related to EB students.

According to program leaders and participants, the content-focused training resulted in university supervisors and cooperating teachers having a deeper understanding of several prioritized skills and being able to provide more consistent and aligned feedback to candidates in an area where data had suggested that candidates needed support. In the words of one cooperating teacher, "Evaluation is streamlined [this year] so that supervisors and cooperating teachers use the same evaluations, which makes dialogue really easy."

CSU Bakersfield: Focusing on Cooperating Teachers

A few campuses, including CSU Bakersfield, provided cooperating teachers with training on the prioritized skills, how to conduct classroom observations using an NGEI-developed tool, and/or on providing high-quality feedback in general, in addition to providing training with the more typical focus on pedagogical practices such as co-teaching.

At CSU Bakersfield, cooperating teachers were invited to monthly trainings to support their capacity as feedback providers. Trainings for residents (teacher candidates), cooperating teachers, and university supervisors started in summer 2017 and were offered once a month during the 2017/18 school year. The trainings included focusing on the Danielson Framework and providing a scope and sequence for evaluating residents on a Danielson-based rubric throughout the year. Observers were expected to focus on pre-specified indicators during each observation visit during the year. Cooperating teachers and residents learned about and were trained on each indicator at least three weeks before the residents were observed on that indicator. The district and university coordinators conducted the trainings on specific rubric indicators — which are aligned to prioritized skills — and on what each rating means for each indicator. The participants watched a classroom video, wrote down a rating for a specific indicator and evidence, and then discussed their ratings and evidence as a group.

Cooperating teachers indicated that they appreciated the trainings on the Danielson rubric and how to provide feedback to residents. Those who had previously mentored residents noted that they now had guidance for mentoring, whereas before they had had none. One cooperating teacher reflected on the usefulness of the training: "[We are] provided videos of teachers and [normed] to be on the same page as a mentor [cohort] so that we are all seeing in the same way — a good universal support system no matter what schools the residents are in." One candidate commented on the value of the feedback, "There was never a time I wondered how I was doing. I always knew."

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Creating Processes to Systematize High-Quality Feedback

A system for aligned feedback is supported by processes and expectations regarding feedback timing and frequency, what prioritized skills to focus on and when, how to deliver feedback, and how to collect and analyze feedback data to track each candidate's progress toward prioritized skills and to track patterns across candidates.

Prior to NGEI implementation, most campuses' processes for providing feedback to candidates had not been well-defined or coordinated across feedback providers, resulting in variation in the frequency and the nature of candidate feedback. As campuses worked toward achieving their NGEI goals, most developed explicit processes to increase the alignment of feedback.

CSU Fullerton: Simplifying Feedback by Developing a Feedback Protocol

To increase feedback consistency and incorporate a greater emphasis on candidate development through coaching, CSU Fullerton's early NGEI work focused on refining its feedback processes and forms in response to user concerns, and on introducing clinical coaches to replace traditional university supervisors.

Although clinical coaches and university supervisors viewed each of the feedback forms that were developed in the early stages of NGEI as valuable — ones that reflected different types of observations — they had difficulty toggling between multiple different feedback mechanisms. This challenge became more prominent during the 2016/17 academic year when CSU Fullerton introduced the Mathematics Classroom Observation Protocol for Practices (MCOP2) rubric to its collection of tools used to assess candidate progress toward prioritized skills.

In the 2017/18 academic year, clinical coaches were finding that they were unsure when to use which form for which purpose. In a demonstration of responsiveness to user concerns, CSU Fullerton streamlined its feedback process by developing a revised feedback form

intended to address the problems that clinical coaches had identified. One clinical coach described this shift and its impact: "We had a meeting . . . and there was some [discussion] about the [difficulty of having a variety of] forms. [After that, the CSU Fullerton faculty] spent their winter recess designing this new form, and it's one form that covers all of our observations. It guides us through, and I think it's good for our [candidates] as well because they know what to expect. It allows us to come in and give really quality feedback."

CSU Fullerton also mapped and specified a new process for how often clinical coaches should observe and when they should complete different parts of the form. The form provided guidance about what information needed to be recorded during an observation, including indicating the foci of the observation and providing a post-observation feedback section with prompts regarding who planned the lesson, the candidate's reflection on the lesson, goals for the next observation, communication between the clinical coach and the cooperating teacher, and whether the lesson was video-recorded. (See Appendix B, Figure B.3, for a copy of the feedback protocol.) The clinical coaches indicated that they were highly satisfied with the additional guidance provided by the protocol, explaining that it made the process more manageable, helped clarify expectations for all stakeholders, and allowed them to provide better quality feedback.

Fresno State: Automating Data Collection and Analysis

Another area in which NGEI campuses focused on strengthening their systems for aligned feedback was in creating processes for collecting and using timely and actionable data to inform on-the-ground improvement efforts. Fresno State is one of four NGEI-funded campuses using Tk20/Watermark software to collect and manage classroom observation and other candidate data.

Having previously relied on a paper-based system for collecting and tracking feedback data (including observation ratings, written comments, and candidate progress toward mastery of the prioritized skills), Fresno State first began to use the Tk20/Watermark software in the 2016/17 school year. The Fresno State project leaders explained that their earlier, paper-based system had not allowed them to track whether university supervisors (called "clinical coaches" at Fresno State) were meeting the minimum requirements for observing candidates at least six times during the semester, much less allowed them to determine the quality of those observations and feedback meetings.

Fresno State moved on to using the Tk20/Watermark software to store candidate survey data, cooperating teacher survey data, observation rubric data and fieldwork notes, data from a locally developed teacher performance assessment (Fresno Assessment of Student

Teaching, or FAST), and demographic data. Fresno State found that a key benefit of the software was that candidates could receive immediate observation feedback from their coaches through the system. In addition, Fresno State staff could easily identify the candidates who were *not* being observed or were not performing well during observations, allowing for quick alerts to the program coordinators and clinical coaches so they could intervene early on.

Fresno State also used the Tk20/Watermark software to compile survey data on teacher candidates' experiences in the program, specifically asking candidates what kind of feedback from their clinical coach they had found to be most effective at improving their instruction. Faculty reviewed these data during Faculty Learning Community meetings to inform program improvement efforts.

Evidence from piloting the Tk20/Watermark software suggests that in the early implementation stages, teacher candidates were using data from Tk20/Watermark to advocate for themselves and ensure that clinical coaches were meeting with them on a regular basis (California State University, 2018).

Conclusion

Overall, the experiences and findings described in this paper suggest that teacher preparation programs that focus on specific knowledge and skills, choose or create an observation rubric, train observers in using that rubric, and develop explicit processes for providing feedback to teacher candidates may facilitate better alignment of feedback to a set of prioritized skills, across observers, and over time. However, as of spring 2018, no individual NGEI-funded partnership had implemented all pieces of this system, and across the majority of NGEI partnerships, at least some candidates continued to report disjointed feedback experiences. Numerous challenges still confronted each partnership, including integrating prioritized skills into the program, providing regular high-quality training (especially given limited resources), and integrating key processes into cogent and sustainable systems.

Sustaining the efforts to create systems for high-quality feedback is important not only for improving teacher candidates' experiences in the NGEI-funded programs but also for creating a model for other teacher preparation programs. As the vast majority of teachers are prepared in traditional teacher preparation programs, it is essential that systems for high-quality feedback are in place to ensure that candidates get the support they need to be ready to teach on day one.

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Appendix A: Data Sources

This paper was developed by WestEd and SRI International for the New Generation of Educators Initiative (NGEI) at California State University (CSU), funded by the S. D. Bechtel, Jr. Foundation. NGEI seeks to strengthen the current teacher preparation system in California so that new teachers enter the workforce prepared to implement Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS). From January 2015 through June 2019, NGEI is providing grants to CSU campuses and their district partners to improve their teacher preparation programs. To guide reform efforts among grantees, the Foundation has developed a theory of action that focuses on five Key Transformation Elements: partnership, prioritized skills, practice-based clinical preparation, formative feedback on prioritized skills, and data-driven continuous improvement.

This paper grew out of a formative evaluation (conducted by WestEd and SRI International) of NGEI implementation and outcomes at the grantee sites. As part of this evaluation, researchers conducted qualitative data collection in spring 2018 aimed at understanding key details of NGEI's program components and implementation by triangulating the perspectives of multiple stakeholders. The authors and their research team interviewed or conducted focus groups with 253 informants from across partnerships. Informants included NGEI project leads, university supervisors, methods instructors, school principals, cooperating teachers, teacher candidates in the teacher preparation programs, and district partners.

For the interviews and focus groups, the research team developed semi-structured interview protocols for each respondent type. All interview protocols included position-specific questions related to each of the five NGEI Key Transformational Elements (partnership, prioritized skills, practice-based clinical preparation, formative feedback on prioritized skills, and data-driven continuous improvement). The interviews and focus groups included questions designed to elicit detail about systems for high-quality feedback.

Across interviews and focus groups, researchers collected information about the nature and implementation of NGEI partnerships, prioritized skills, clinical practice reforms, tools and processes surrounding feedback, and the classroom observation rubric that each site developed or selected. The research team also visited each NGEI grantee site in spring 2018, then analyzed the qualitative data from these visits by first creating partnership-specific debrief guides synthesizing emerging findings related to each Key Transformation Element. The research team met several times to discuss these emerging findings and identify trends across partnerships. After each meeting, the authors revisited the

partnership-specific debrief guides and interview data to validate emerging themes. The collaborative and iterative nature of the data analysis allowed the researchers to analyze the qualitative data in a way that minimized bias and to rely on themes and ideas that emerged directly from the data.

For this paper, the authors first reviewed qualitative data from spring 2018 to determine how sites aligned components of feedback — prioritized skills, rubric, observer training, and feedback processes — to help candidates progress in prioritized skill areas. After consulting data from each campus, site visitors provided input and feedback based on their deep knowledge of the sites, revisiting spring 2018 data and following up with NGEI partners to get additional information, as necessary.

The researchers supplemented the qualitative data they collected in spring 2018 with data collected during the 2016/17 and 2017/18 academic years, including artifacts that the researchers collected, yearly partnership reporting documents, and ongoing communications from project leaders. Artifacts included documentation of the partnerships' selected prioritized skills, classroom observation rubrics, training materials used to norm observers on each site's classroom observation rubric, and documentation of feedback processes.

Appendix B: Partnership Artifacts

Figure B.1. CSU Sacramento Clinical Experience Feedback Cycle

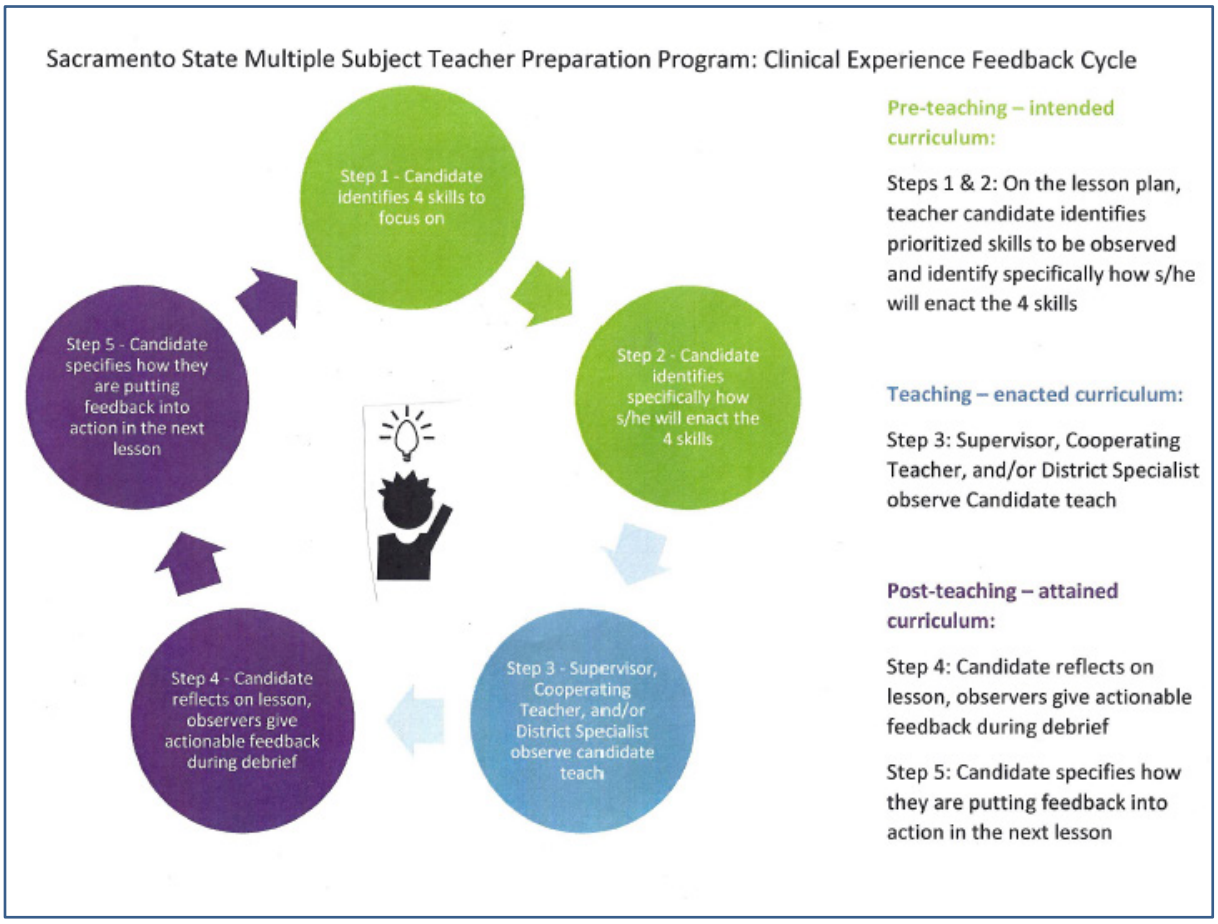

Figure B.2. CSU Bakersfield 2018/19 Phase-In Schedule

Kern Urban Teacher Residency
Phase-in

This document provides a synopsis of the roles and responsibilities of the Resident as well as the Mentor Teacher(s) for the quarter. All stakeholders adherence to the information outlined below is a critical factor in the success of the program. Modifications of the document may be made to facilitate the best situation for all parties involved. These are the minimum requirements of the program and shall be deemed proficient before moving on to further field work experience.

Week	Mentor Teacher	Resident Roles	Suggested Co-Teaching Strategies	Prioritized Skill(s)	Danielson Observation	Time Together
Weeks 1-2	Welcome the RT and create a "space" for them to coexist in the classroom. Instructional lead for planning and all during all lessons Share lesson plans with RT and code them for co-teaching strategies. Decide on which co-teaching strategies are used at which times, with input from the Resident. Send RT's introduction letter home to inform families. Set a co-planning time (ex. Tuesdays from 3:00 - 4:00)	Observe and get acquainted with the school, classroom, MT, and students. Take notes regarding classroom policies and procedure. Write and share an introduction letter home to the parents Become familiar with daily schedule General Classroom Management support	One Teach/One Assist One Teach/One Observe *MT leads core instruction and includes Resident in planning sessions	Relationship building (rapport) & respectful interactions	**Domain 2 - Classroom Environment** 2a. Creating an environment of respect and rapport 2b:Establishing a culture for learning	**(1 hour weekly)** **Discuss observations and procedures** Explain PLC sessions, Schedules, and feedback . Decide on "hours of operation" and classroom duties (attendance, pick up/ drop off times, etc..) *30 minute min. meeting of protected time
Weeks 3-4	Discuss and model data analysis Continue to lead planning and instruction Provide guidance and support in the planning of Universal Access/ Small group (Supplemental or Differentiation) Actively observe and provide feedback using instructional rationale/decision making to the RT	Take notes regarding classroom policies and procedure. Take notes on small group observations. Understand students' individualized needs (IEP's, 504, Language etc). Understand the student academic needs through data analysis Assume more duties (taking	One Teach/One Assist One Teach/One Observe	Management of class procedures & student behavior	**Domain 2 - Classroom Environment** 2c: Managing classroom practices 2d: Managing student behavior 2e: Organizing physical space	**(1 hour weekly)** **One content area** Discuss student data (demographic, EL and Test results) Explain Universal Access/ Small group Begin to plan instructional routines and lessons for transition of roles

	Provide necessary resources (unit, curriculum, materials, strategies, etc.) Prepare to help facilitate the release of Math planning and instruction	attendance, morning routines, etc...)				
Weeks 5-6	Provide guidance and support in the planning of the small group instruction Co-teach whole class lessons as lead and support; MT provides lesson plans Actively observe and provide feedback during small group instruction Prepare to help facilitate the release of Math planning and instruction	Begin to lead small group lesson planning and instruction with support Plan for Must Do/ May Do Assume more duties (drop off/pick up students, dismissal, etc...)	One Teach/One Assist One Teach/One Observe Station Teaching Supplemental or Differentiated Teaching	Communication of expectations & directions, & appropriate use of oral/ written language Engages learners effectively	**Domain 3 - Instruction** 3a: Communicating with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning	**(1 hour weekly)** **One content area** Co-plan U.A. lesson(s) Explain formative assessment during small group Determine co-taught lesson(s) and method(s) Discuss feedback and instructional improvements
Weeks 7-8	Discuss grading procedures and protocol/ deficiency notices Allow RT to completely lead small group instruction and Math Co-teach whole class lessons as lead and support (other subject areas) Provides all necessary resources for planning as needed Evaluate small group and Math lesson plans for and provide feedback. Actively observe and provide feedback during small group instruction	Continue to lead small group lesson planning and instruction with support Begin to lead planning and instruction for Math Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching *Resident begins to take the lead in Parallel Teaching based upon co-planned lesson.	Plan, design, implement instruction utilizing a variety of resources and content knowledge Engages learners effectively	**Domain 3 - Instruction** 3a: Communicating with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning)) **Domain 1: Planning and Preparation** 1a: Demonstrating knowledge of content and pedagogy 1c: Setting Instructional Outcomes	**(1 hour weekly)** **One Content Areas** Discuss student data collected on formative assessment Explain Universal Access/ Small group flexibility and alternate assessment/ assignments Begin to plan instructional routines and lessons for whole group instruction and co-teaching

Weeks 9-10	Provide resources, help plan and support RT in leading instruction in UA/small group and Math Actively observe and provide feedback during whole group instruction Determine which parent/teacher conferences the RT will lead with supports Prepare to help facilitate the release of ELA instruction. MT may act as a support during the RT's instruction (ex. One Teach/One Assist, the MT will act as the assist, or During supplemental teaching, the MT may take the small group)	Attend Parent teacher conferences and lead one with guidance from MT Lead teacher for Math and small group/UA content areas with lesson plan support Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson	Demonstrate flexibility & responsiveness using assessment in instruction and lesson design	**Domain 3 - Instruction** 3a: Communicating with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning)) **Domain 1: Planning and Preparation** 1a: Demonstrating knowledge of content and pedagogy 1c: Setting Instructional Outcomes	**(1 hour weekly)** **One Content Areas** Co-plan U.A. lesson/ Must Do May Do based on student data Determine co-taught lessons Discuss feedback and instructional improvements Explain informative assessment and adjusting on the fly
Weeks 11-12	Provide resources, help plan and support RT in leading instruction in UA/small group, Math and ELA with opportunities for Science and Social Studies integration. Actively observe and provide feedback during whole group instruction Determine which lessons will be co-taught with the residents as the lead MT may act as a support during the RT's lead of instruction (ex. One Teach/One Assist, the MT will act as the assist, or During supplemental teaching, the MT may take the small group)	Begin to lead ELA planning and instruction with opportunities for integration for Science and Social Studies Continue to lead small group and Math planning and instructions. Seek feedback and support on instructional practices Prepare to assume core and small group lead Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	One Teach/One Assist Station Teaching Supplemental or Differentiated Teaching Parallel Teaching based upon co-planned lesson	Plan, design, implement instruction utilizing a variety of resources and content knowledge Plan, design and implement instruction that address diverse needs	**Domain 3 - Instruction** 3a: Communicating with students 3b: Using questioning and discussion techniques 3c: Engaging students in learning) **Domain 1: Planning and Preparation** 1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	**(1 hour weekly)** **Two Content Areas** Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and instructional improvements Discuss interventions and differentiation TSS Referral Process (if applicable)

Weeks 13-14	Provide resources, help plan and support RT in leading instruction in UA/small group, Math, ELA, and integration of Science, and Social Studies RT leads all instruction with MT support Actively observe and provide feedback during instruction MT may act as a support during the RTs lessons (ex. One Teach/One Assist, the MT will act as the assist, or During supplemental teaching, the MT may take the small group)	Continue to lead small group, Math, and ELA with opportunities for integration of Science and Social Studies planning and instruction. Seek feedback and support on instructional practices Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	Resident is lead instructor, classroom manager, and leads planning. One Teach/One Assist (Resident is lead), One Teach/One Observe (Resident is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching	Creates & asks quality questions, & elicits student discussion Plan, design and implement instruction that address diverse needs	**Domain 3 - Instruction** 3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness Domain 4: Professional Responsibilities 4e: Growing and Developing Professionally	**((1 hour weekly)** **Two Content Areas** Co-plan U.A. lesson/ Must Do May Do Determine co-taught lessons Discuss feedback and instructional improvements Discuss interventions and differentiation TSS Referral Process (if applicable)
Weeks 15-16	Provide resources, help plan and support RT in leading instruction in UA/small group, Math, ELA, and integration of Science, and Social Studies Actively observe and provide feedback during instruction MT may act as a support during the RTs lessons (ex. One Teach/One Assist, the MT will act as the assist, or During supplemental teaching, the MT may take the small group)	Continue to lead small group, Math, and ELA with opportunities for integration of Science and Social Studies planning and instruction. Begin to assume Science and Social Studies planning and instruction Seek feedback and support on instructional practices Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	Resident is lead instructor, classroom manager, and leads planning. One Teach/One Assist (Resident is lead), One Teach/One Observe (Resident is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching	Grow and develop as a professional	**Domain 3 - Instruction** 3d: Using assessment in instruction 3e: Demonstrating flexibility and responsiveness Domain 4: Professional Responsibilities 4e: Growing and Developing Professionally	**(1 hour weekly)** **Two Content Areas** Co-plan Core lessons with technology integration Determine co-taught lessons Discuss feedback and instructional improvements Discuss interventions and differentiation Positive Notes Homents
Weeks 17-18	Provide resources, help plan and support RT in leading instruction in all subject areas. Actively observe and provide feedback during instruction MT may act as a support during the RTs lessons (ex. One Teach/One Assist, the MT will act as the assist, or During supplemental teaching, the MT may take the small group)	Lead the planning and instruction for all subject areas, including PE and general routines. Seek feedback and support on instructional practices Submit lessons for small group and Math to MT for review by Thursday (wk. prior)	Resident is lead instructor, classroom manager, and leads planning. One Teach/One Assist (Resident is lead), One Teach/One Observe (Resident is lead), Supplemental or Differentiated, Parallel Teaching, Team Teaching, Station Teaching	Grow and develop as a professional	**Domain 3 - Instruction** 3a: Communicating with students 3e: Demonstrating flexibility and responsiveness **Domain 1: Planning and Preparation** 1a: Demonstrating knowledge of content and pedagogy 1c: Setting Instructional Outcomes	**(1 hour weekly)** **Two Content Areas** Co-plan Core lessons with technology integration Determine co-taught lessons Discuss feedback and instructional improvements Discuss interventions and differentiation Positive Notes Home

					1d: Demonstrating Knowledge of Resources 1e: Designing Coherent Instruction	

Figure B.3. CSU Fullerton Feedback Protocol

MULTIPLE SUBJECT CREDENTIAL PROGRAM

Clinical Practice Observation Form

8/28/18

TEACHER CANDIDATE	CLINICAL COACH	GRADE	SEMESTER	DATE OF VISIT

MENTOR TEACHER	SCHOOL/DISTRICT	SUBJECT AREA	LESSON TOPIC:

Observation Type:
☐ **Fieldwork** ☐ **Focused Visit** ☐ **Classroom Observation**
☐ **MCOP2** ☐ **SCOP2**

Previously Identified Target(s) and/or Outcome/TPE Foci:

PROGRAM OUTCOMES

Instructions: For Fieldwork Visit, only Program Outcomes are addressed. Continued competence is expected throughout the program. Asterisked items are related to prioritized knowledge, skills, and dispositions in Titan EDUCATOR.
In respect to Program Outcomes, the candidate:

Outcome I: Knowledgeable and Competent
1. demonstrates an interest in learning about students and teaching.
2. takes initiative in practicing teaching skills.
3. participates in classroom routines.
4. uses appropriate and correct oral and written language.

Outcome II: Reflective and Responsive
5. shows respect for multiple aspects of diversity in work with students and adults. *
6. reflects on and evaluates own work. *
7. communicates and collaborates with others. *
8. responds to professional feedback in a positive manner.

Outcome III: Committed and Caring
9. arrives on time and follows through on commitments.
10. dresses appropriately.
11. displays a professional demeanor.
12. takes advantage of opportunities for professional growth.

TEACHING PERFORMANCE EXPECTATIONS

Note: The proficiency indicators below are based on the TPE elements: https://www.ctc.ca.gov/docs/default-source/educator-prep/standards/adopted-tpes-2016.pdf

Instructions: For Focused Visit, select one or two TPEs to guide the observation. For other observations, address a broad range. Asterisked items are related to prioritized knowledge, skills, and dispositions in Titan EDUCATOR.

☐ **TPE 1: Engaging and Supporting All Students in Learning**
- a. relates material to student interests & experiences, cultural & linguistic backgrounds, and development
- b. provides comprehensible input for all levels of EL
- c. keeps students actively engaged in meaningful and relevant experiences that promote critical and creative thinking *
- d. uses instructional strategies, resources, and assistive technologies to support access to the curriculum for all students
- e. communicates achievement expectations and progress to students and families
- f. monitors student learning & adjusts instruction

☐ **TPE 2: Creating and Maintaining Effective Environments for Student Learning**
- a. establishes and maintains positive, inclusive climate for all students *
- b. effectively communicates and enforces routines, procedures and norms *
- c. encourages positive interactions and social-emotional growth *
- d. uses strategies that engage students in collaboration and allow for multiple perspectives
- e. connects students to appropriate supports
- f. maintains high expectations with support for all students

☐ **TPE 3: Understanding and Organizing Subject Matter for Student Learning**
- a. demonstrates knowledge of subject *
- b. creates lesson plan that organizes the curriculum to promote student understanding
- c. makes appropriate instructional adaptations to meet the needs of individual students
- d. utilizes appropriate instructional resources to ensure equitable access to the curriculum
- e. consults and collaborates with educators to plan for instruction and support student learning *
- f. uses technology to support learning and develop digital citizenship
- g. uses subject specific strategies to develop academic literacy

☐ **TPE 4: Planning Instruction and Designing Learning Experiences for All Students**
- a. applies knowledge of students, including linguistic and cultural background and development, to plan, design, implement, and monitor instruction *
- b. uses adaptations to remove barriers and increase access to curriculum for all students
- c. makes cross-disciplinary connections
- d. accommodates different learning needs and develops student self-awareness of their learning needs (IEP, 504 plans, and all students)
- e. utilizes instructional time effectively
- f. uses digital tools and technologies to support learning and digital citizenship
- g. plans instruction that incorporates a range of communication strategies and activity modes
- h. implements ELD instruction to facilitate development in all literacy domains (reading, writing, listening, speaking)

☐ **TPE 5: Assessing Student Learning**
- a. involves students in self-assessment
- b. uses different types and forms of assessment to sources to plan and modify instruction and document students' learning over time
- c. uses technology to support assessment administration, analysis, and communication ofresults
- d. uses assessment data to establish learning goals and to plan, differentiate, make accommodations and/or modify instruction
- e. communicates assessment results in a timely manner to students and families
- f. interprets English learners' assessment data to identify English proficiency and uses information to plan instruction

☐ **TPE 6: Developing as a Professional Educator**
- a. establishes professional learning goals and makes progress to improve practice
- b. demonstrates professional responsibility for student learning and class management
- c. communicates and collaborates effectively with colleagues to support student learning *
- d. reflects on one's teaching practice and level of subject matter & pedagogical knowledge to improve student learning *
- e. reflects on own values, biases and exhibits positive dispositions to students, families, and colleagues *
- f. conducts self with integrity and models ethical conduct

OBSERVATION DATA

POST-OBSERVATION
Lesson Planning: ☐ **MT Planned** ☐ **TC Planned** ☐ **Co-Planned** **Feedback/Notes regarding planning (optional):**
☐ **Candidate reflection on the lesson. Suggested prompts:** 1. What do you think went well? How do you know? 2. How well did students master the objective(s)? Which students? What do students need next, based on this lesson? 3. What might you do differently next time?
☐ **Next steps and targets (identified by the Teacher Candidate and the Clinical Coach):**
☐ **Clinical Coach Conversation with Mentor Teacher (Please check to confirm that a conversation occurred.)**
☐ **Check here if the lesson was video recorded.** **Teacher Candidate will watch video and email the Clinical Coach a typed reflection within 48 hours.** **Clinical Coach will copy and paste the Teacher Candidate's comments here.**

CO-TEACHING STRATEGIES USED DURING THE LESSON			
☐ *ONE TEACH, ONE OBSERVE*	☐ *ONE TEACH, ONE ASSIST*	☐ *TEAM TEACHING*	☐ *PARALLEL TEACHING*
☐ *SUPPLEMENTAL TEACHING*	☐ *ALTERNATIVE TEACHING*	☐ *STATION TEACHING*	☐ *NONE OR NOT APPLICABLE*
Form saved as PDF and emailed to Teacher Candidate on: Save file as CandidateLastName.CoachLastName.Observation#.Date (e.g., Tuffy.Coach.Obs3.11.01.18)			